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ABSTRACT

A number of new legislative mandates placed on Texas public schools has had the effect of requiring extensive school facility construction and alterations. The Interim Committee, established by the Texas Senate, enlisted the services of the Center for Policy Studies and Research in Elementary and Secondary Education at East Texas State University to conduct a statewide school facilities study. Two instruments, the Central Office Questionnaire (COQ) and the School Campus Inventory (SCI), were developed to measure the quality and educational effectiveness of school facilities in the state. Data were collected from 574 (54 percent) of the independent school districts and 1,438 (25 percent) of the school campuses, as well as 112 site surveys, and 270 Southern Association of Schools and Colleges Self Surveys. The school districts are divided into seven major categories by size and six geographic regions. The body of the report describes: (1) the method used to determine construction cost for the state; (2) enrollment projections; (3) H.B. 246 and H.B. 72 needs; (4) physical condition of present buildings; and (5) educational adequacy of present buildings. All of these need categories are projected for 1996, the cost for each need is projected, and this cost is discussed in "ability to pay" terms. The concluding section covers the design and method of study, including the instrumentation, data collection, and analysis procedures. The data, analysis, and implications of the study are presented in text with 7 figures and 25 tables. Appended are 14 references. (MLF)

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Center for Policy Studies and Research
in Elementary and Secondary Education

Frank W. Lutz, Center Director

ED287192

THE TEXAS SCHOOL FACILITIES STUDY:
1986 - 1996

by

Frank W. Lutz
Loren E. Betz
and
James S. Maddirala

U.S. DEPARTMENT OF EDUCATION
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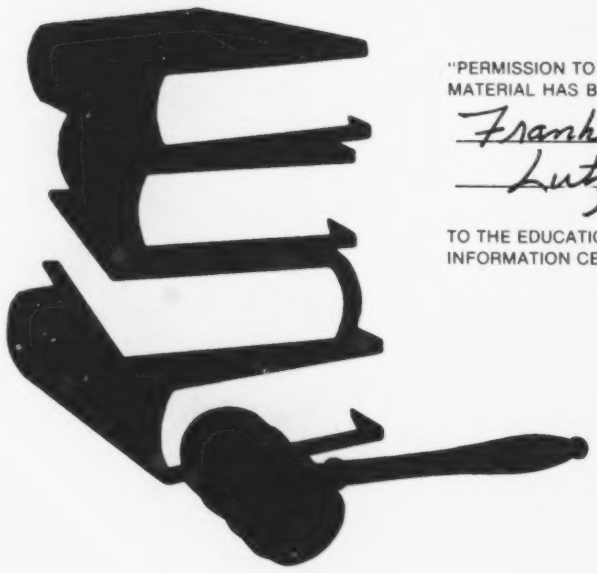

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EAST TEXAS STATE UNIVERSITY

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THE TEXAS SCHOOL FACILITIES STUDY: 1986-1996

INTRODUCTION

The History of School Facilities in Texas

The history of school housing in Texas, and in the United States for that matter, is the story of the one-room rural school and its consolidation, and the continuous and relentless move toward urbanization of the population and the schools that serve them. In 1914, White and Daves reported to the Texas Legislature that small rural schools had ". . . served notably in the vanguard of our civilization. Now they must go" (p. 35). Nearly 75 years later, the Texas University Interscholastic League (UIL) reported approximately 536 Texas high schools which had pupil populations in grades 9-12 of 275 or fewer. Such schools, then, have only 30 percent of the population of 1,000 students which Conant (1959) recommended as the minimum size required for quality education at the high school level. The vast majority of these small high schools are rural schools. The Texas Education Agency (TEA) reported that 40 percent of the Independent School Districts (ISDs) in Texas are "Rural" and 22 percent are "Non-Metro/Towns" (i.e., have a K-12 enrollment of fewer than 1,500). Combining these figures shows that 62 percent of all Texas school districts are very small, rural-like ISDs. However, enrollment reports

(Average Daily Attendance 1985) from those Rural/Non-Metro /Town ISDs reporting in this study show that only 22 percent of the Texas school population are housed in those facilities. These figures are politically interesting when considering school facility needs of rural school districts.

The only previous study (see Thompson and McCabe, 1974) to examine the school facilities problem on a statewide basis took a considerably different view of this matter of "ability to pay." That study encumbered with resource problems, emphasized cost problems from typical educational disadvantage and urban overload problems. That study, a forerunner by ten years of the funding formula revision of H.B. 72, presented five different alternative state facility funding formulas, all of them having some form of a "power equalization" concept later embodied in the H.B. 72 formula revision. This present study will not take a position on a formula to fund the state's facility needs, but simply points to the facility needs of both rural and other school districts in the state.

Other 1986 Facilities Studies

Three studies were published in 1986 and are of significance to the present study. One is national in scope; the other two speak specifically to the school facilities in Texas.

The Governors' 1991 Report on Education

The reform movement, generated largely in governors' offices several years ago, remains top priority for the nation's governors today. To emphasize that fact, the National Governors' Conference in 1986 and its report, Time for Results, were devoted solely to education. That report addresses seven education issues of which facilities is one. We will report on that section only as it defines national facilities issues which must, therefore, be of concern to this study and to Texas. These issues are as follows:

1. The use of school buildings in shared fashion with other government agencies or community groups (e.g., the need to provide day care and latchkey services).
2. Efficient use of facilities (e.g., year round school).
3. Restoration of obsolete buildings and improvement of maintenance.
4. Establishment of policies for disposal of obsolete or excess buildings.
5. Provision for continuing information, planning, and technical assistance for local districts.

Two major obstacles to accomplishing the goals established are noted, the "traditions" which exist in the use of school buildings, and the funding of those buildings. This study will address these issues in relation to Texas.

Public Utilities Commission (PUC) of Texas Study

In an effort to understand the utility needs of Texas and assist the public schools in efficient use of energy, the PUC conducted a school facilities telephone survey. One thousand seventy-seven ISDs were contacted and all but five responded in some fashion. Of those 1,072 ISDs, 476, (44 percent), reported that they planned some type of construction within four years. Of that 476, 157 districts indicated that H.B. 72 was the primary reason for construction and 112 cited H.B. 72 as a secondary reason. Thus, a total of 269 ISDs reported H.B. 72 as a reason for facilities construction within the following four years.

The telephone survey used by PUC had certain advantages and disadvantages over the mailed survey used in our Center study. Major among those advantages was the 99.5 percent response to the PUC survey as compared to the 54 percent from our Center mail survey. The disadvantages concerned a degree of uncertainty in the phone responses as indicated by the comment that some districts were ". . . uncertain as to what exactly would be built. . ." (PUC, 1986:9) and further exemplified by one ISD, with 16,249 ADA, reporting 25 "other constructions" but no elementary, junior high, high schools, or classroom additions planned (PUC, 1986b:12). Such a datum is suspect as is the recording of one new high school for a district with 197 ADA, K-12. The data indicate that

facility will be a K-12 building which is, by no means, a high school any more than it is an elementary school. Such problems are noted here not to denigrate a very good PUC survey, but to demonstrate reasons why certain data may differ between the PUC and the Center surveys.

Accountable Cost Study

The Accountable Cost Committee, with the assistance of selected TEA staff, reported to the State Board of Education on the cost of implementing H.B. 72 (TEA, 1986). One section of that report deals with school facilities, and, as such, is of interest and importance to this Center study. The central focus of the TEA report dealt with the question of facility construction due to H.B. 72 and, more specifically, with the 22:1 mandated pupil/teacher ratio portion of that bill. The report seemed to deal with the Pre-K and K-2 mandate presently in effect and not the grades 3-4 mandate due to be implemented in 1988. The report used two basic sources of data (the PUC report and the waivers requested by ISDs from TEA files) to determine the number of new classrooms needed.

Differences in data collection procedures exist between this study and the Accountable Cost Study. Such differences result in significant discrepancies regarding the additional classrooms needed in order to satisfy the 22:1 pupil/teacher ratio mandated in H.B. 72. Such problems are to be expected

given the different procedures used in the two studies. These problems and the data differences will be discussed later. For the moment, it is only necessary to note that an important study was completed by the Accountable Cost Committee, and their results do not entirely agree with those to be reported here.

Initiation and Purpose of This Study

With the passage of H.B. 72 and H.B. 246, a number of new legislative mandates were placed upon Texas public schools. In spite of the fact that the legislature provided a considerable amount of funding to develop programs to meet those mandates, most of the school districts in the state have found it necessary to increase local funding in order to comply with the state reforms. Changes in the funding formula shifted that local burden among districts. In addition to program and teacher salary mandates, the reform has had the effect of requiring extensive school facility construction and alteration due, in part, to the 22:1 pupil/teacher ratio required in preschool and primary grades. Additional emphasis on science and computer skills also added to facility and equipment requirements. Since the State of Texas has never participated in a program of school facility funding, this entire burden will fall on local districts. One local district in the Austin area reported having to increase its budget 25 percent for 1986-87 due entirely to facility and equipment requirements.

Recognizing the pressure such facility requirments place on local districts, the Texas Senate passed resolution S.R. 481 establishing an Interim Committee to study the school facility needs of the state and to report to the legislature during the January 1987 regular legislative session. Chaired by Senator Carl Parker, chairman of the Senate Education Committee, the Interim Committee enlisted the services of the Center for Policy Studies and Research in Elementary and Secondary Education at the East Texas State University to conduct a statewide school facilities study. It represents the first time such a study has been conducted in Texas.

Instrumentation Summary

Two instruments, the Central Office Questionnaire (COQ) and the School Campus Inventory (SCI), were developed to measure the quality and educational effectiveness of school facilities in the State of Texas. Dr. Dwayne Gardner, former Executive Secretary of Educational Facility Planners International, housed at Ohio State University, served as a consultant in designing the COQ and the SCI. Seventeen Independent School Districts were contacted to participate in field testing the Central Office Questionnaire (COQ), and 10 ISDs responded. The School Campus Inventory (SCI) was mailed to 20 schools (six high schools, seven middle, and seven elementary) to field test the instrument; 14 schools

responded (six high schools, four middle, and four elementary). Preliminary questionnaires were also sent to Texas Education Agency (TEA), and a telephone conference was held concerning TEA staff recommendations. These responses were used to amend and finalize the questionnaires.

THE FACILITIES STUDY

This section presents the data, analysis, and implications of the Texas School Facilities Study: 1986-1996. It describes: (1) the method used to determine construction cost for the state, (2) enrollment projections, (3) H.B. 246 and H.B. 72 needs, (4) physical condition of present buildings, and (5) educational adequacy of present buildings. All of these need categories are projected for 1996 based on our sample of returns. Cost for each need is projected and finally this cost is discussed in "ability to pay" terms.

Determining Construction Costs

In an effort to determine present construction costs, 15 architects and/or builders were contacted. The six areas of the state used to classify data in the Center's study were all represented. Metropolitan school districts represent the largest portion of the needed construction. Over-representation of this category was deliberately provided as the way to estimate the cost of construction statewide.

The following procedure was used to develop cost per square foot estimates. Estimates based on recent construction were obtained for elementary, middle, and secondary construction from respondents. Most provided high/low estimates. These estimates were averaged for each high/low respondent, and those averages were then averaged to obtain a Grand Average statistic. All high estimates and all low estimates were also averaged to produce a high and a low average cost estimate. The high and low estimates are also provided. These data are displayed in Table I.

TABLE I

ESTIMATED TEXAS SCHOOL FACILITIES CONSTRUCTION COSTS PER SQUARE FOOT

School Level	Single High Estimate	Single Low Estimate	Average High Estimate	Average Low Estimate	Grand Average Estimate
Elementary	$78	$35	$50	$46	$49
Middle	$63	$38	$54	$49	$51
Secondary	$65	$44	$58	$50	$57
				Grand Mean =	$49

Note: Cost of science labs was estimated at $75/sq. ft. with a range of $65-87/sq. ft.

The range of costs noted in Table I can be explained based on local differences, with the Rio Grande Valley being a lower cost area, generally, than other regions. Yet, as can be noted by the $78/sq. ft. single high estimate for elementary school, the cost of any school, at any level, in

any area, can increase based on the quality of the materials and the design of the building. "Grand Averages" represent the best estimate of state costs and closely coincide with the $51/sq. ft. estimate provided in the TEA, Accountable Cost Study (1986). (End Note 1)

General Enrollment Trends

The U.S. Bureau of Census population profile of the United States (1983/84) projects that Texas will become the second most populous state in the nation by 1990 and will retain that position through the year 2000. The Bureau points out that Texas will be challenged with the task of planning for the needs of the growing-older population, while continuing to meet the needs of its sizeable younger population. By 2000, one out of twelve Americans may live in Texas.

Nation-wide, the school age population will begin to increase in the late 1980s. The population under age 5 will rise from its 1983 level of 17.8 million to 19.2 million by 1990 (under middle series assumptions), then begin to drop and level off between 17.5 and 18 million after the year 2000. Population Profile of the United States, Series P. 23, No. 145 (1983/84), states that the elementary school age population (5-13 years) will begin to increase in the latter half of the 1980s, reaching 34.4 million in the year 2000. Texas Past and Future: A Survey (1981), prepared for the

Texas 2000 Commission, suggested that elementary school enrollment will continue to grow at least until the year 2000. In the 1990s, the number of students in the secondary grades will grow as the 10-14 and 15-19 year old age groups increase.

School enrollment is, of course, significantly influenced by trends in the birth rate. Data from the National Center for Health Statistics, U.S. Public Health Service, show that the number of live births in the nation attained an all time high of 4.3 million in 1961. That statistic then declined for more than a decade. From 1973 through 1976, the annual number of live births had dropped to between 3.1 and 3.2 million births, but the birth rate turned upward again in 1977. Subsequently, there have been slight annual increases raising the number of children born from 3.3 million in 1977 to more than 3.7 million in 1982.

The latest projections of the National Center for Education Statistics indicate that small reductions in elementary school enrollment will continue. These decreases are directly attributable to the expected decline, during this period, in the number of children aged 5 to 13. Enrollment in the elementary grades should start to rise again in the mid 1980s as the children born in the last five years reach school age.

Between 1947 and 1957, a "baby boom" occurred producing an average of 3.7 children per woman of child-bearing age.

Today, we are in the "baby bust" era. Presently, there are 1.8 children per woman of child-bearing years, a drop of 50 percent in one generation. It takes a fertility rate of 2.1 to maintain a stable population, and, consequently, we are currently 15 percent below replacement (Swanson, 1986, p. 3). Apparently no new "Baby on Board" is in the offing in the near future.

As demanding "his-and-her" careers become a way of life, more and more couples are opting out of parenthood. The rate of childlessness in this country is the highest it has been since the Depression. The percentage of couples without children has doubled in the last few decades. In 1960, only about 13 percent of married women between 25 and 29 years were childless; last year 29 percent were childless. Today, one out of four ever-married women between the ages of 25 and 34 has never had a child--a total of nearly 3.3 million--compared to one out of ten in 1960 (Newsweek, September 1, 1986).

Medical advances have made it easier for women to have healthy babies well into their late 30s or even early 40s, and many do. The rate of first pregnancy for women over 35 years has risen dramatically in the last decade. Still, there are not enough women over 35 having children to make up for all the younger women who are deciding not to have children. If, however, the rate of live child births per woman 20-29 should increase to past averages, and the rate

of "postponed motherhood" remain stable for 5-10 years, significant changes in the pattern of births would occur (Newsweek, September 1, 1986).

Enrollment Change and Facility Needs

The central focus of this study is to estimate the facility needs and the approximate cost for the public schools of Texas within the next decade. Table II and Figure 1 provide a means to develop that estimate. The first datum in each subdivision describes one of the factors which creates a need for additional facilities, increased enrollment. Our data indicate an increase of 33 percent in ADA in Texas during the next decade (Table II). This is somewhat higher than the census estimate of 25 percent projected in the Texas Past and Future Study (1981) and lower than 36 percent projection of the U.S. Census (1983). Therefore, the 33 percent projected increase appears reasonable.

Of considerable interest is the breakdown of that population data by district type. The Suburban/Fast Growing ISDs will sustain the largest projected growth. On the other end of the ADA continuum lie the Urban ISDs which project a loss of 2.03 percent in the next decade, followed closely by Central ISDs with a growth of only 3.87 percent (Table II). This would appear to be both good and bad news in terms of probable costs required to meet the ADA growth needs. Both construction and acreage costs in Urban and

Central ISDs tend to be higher than other ISD types. Therefore, low enrollment growth in those ISD categories reduces total state building cost. The bad news is that Suburban/Fast Growing and Suburban/Stable areas are likely to follow very closely those high costs in Urban and Central construction. Suburban/Fast Growing and Suburban/Stable ISDs represent a growth in ADA of 164.9 percent and 10.8 percent, respectively (Table II). Population data of the last several decades and general economic projections suggest that Urban ISDs may have somewhat underestimated their ADA growth. Even if Non-Metro/Town and Rural estimates are correct, it will be only a small percentage of the total K-12 ADA growth in the state, representing only 19 percent of the total population growth estimate provided by our data (Table II).

Several things should be noted when looking at the data presented. In Table III and Figure 1, ADA growth is represented by a percentage of growth. This was done because our sample so well approximated the state population of ISDs and the non-respondent sample. Thus, the percentage of projected growth in the sample should reasonably represent growth in the total school age population in Texas. Data regarding needed additional teaching stations/classrooms, however, represent the number of teaching stations projected by our respondents. Again, as our sample so closely approximates the Texas population, we

TABLE II

TEXAS ENROLLMENT TRENDS 1975-1996 BY DISTRICT TYPE AND REGION

	Actual Enrollment 1975-76	Actual Enrollment 1980-81	% Change 1975-76 to 1980-81	Actual Enrollment 1981-82	% Change 1980-81 to 1981-82	Actual Enrollment 1982-83	% Change 1981-82 to 1982-83	Actual Enrollment 1983-84	% Change 1982-83 to 1983-84	Actual Enrollment 1984-85	% Change 1983-84 to 1984-85	Actual Enrollment 1985-86	% Change 1984-85 to 1985-86	Projected Enrollment 1995-96	% Change 1975-76 to 1985-86	% Change 1980-81 to 1985-86	% Change 1975-76 to 1995-96	% Change 1980-81 to 1995-96	% Change 1985-86 to 1995-96
1. Urban	660,726	420,871	-8.7	419,031	-0.4	420,106	0.3	414,891	-1.2	413,152	-0.4	425,087	2.9	416,437	7.7	1.0	-9.7	-1.1	-2.0
2. Central	312,761	309,099	-1.2	312,317	1.0	314,745	0.8	315,189	0.1	316,326	0.4	321,068	2.1	335,583	3.3	4.5	7.3	8.6	4.9
3. Suburban (Fast Growing)	157,334	236,613	50.4	254,718	7.7	268,221	5.3	281,136	4.8	296,882	5.6	313,819	5.7	831,347	99.5	32.6	628.4	251.4	164.9
4. Suburban (Stable)	416,995	413,262	-0.8	411,039	-0.5	405,385	-1.4	408,570	-0.2	409,632	1.3	421,749	3.0	467,535	1.2	2.1	12.2	13.1	10.9
5. Non-Metro 100K+	201,339	232,984	14.9	237,428	2.2	240,510	1.3	255,751	6.3	263,141	2.9	270,042	2.6	285,862	33.5	16.2	41.3	23.0	5.9
6. Non-Metro (Town)	77,732	79,866	8.6	80,590	2.1	81,590	1.2	83,532	2.4	86,114	3.1	88,296	2.5	108,071	21.4	11.8	48.6	36.9	22.4
7. Rural	51,602	56,951	14.6	60,388	2.5	63,736	5.5	66,957	5.1	69,350	3.6	72,056	3.9	101,298	40.2	22.3	97.1	72.0	40.6
Total	1,673,889	1,750,596	4.6	1,775,511	1.5	1,796,291	1.1	1,822,026	1.6	1,854,597	1.8	1,914,115	3.2	2,546,113	14.4	9.4	52.1	45.5	33.0
1. Panhandle	101,308	101,725	0.5	100,582	-1.1	101,998	0.4	101,899	0.1	100,561	-0.5	102,655	2.1	78,936	1.4	0.9	-22.0	-22.4	-23.1
2. N. Central Texas	430,471	457,082	6.2	457,073	-0.0	458,066	0.2	464,601	1.4	475,441	2.3	493,856	3.8	581,808	14.7	8.0	35.2	27.3	17.9
3. West Texas	142,072	146,652	3.2	151,854	3.6	154,344	1.6	155,086	0.5	156,491	2.2	165,171	4.3	203,606	16.4	12.8	43.3	35.8	23.1
4. South Texas	279,162	297,284	6.5	301,367	1.4	305,358	1.3	309,710	1.4	318,986	3.0	328,765	3.1	392,824	17.8	10.6	40.7	32.1	19.5
5. Central Texas	137,632	145,241	5.5	150,120	3.4	153,333	2.1	157,452	2.7	163,254	3.7	172,209	5.5	247,084	25.1	18.6	79.5	70.1	43.5
6. East Texas	583,344	602,102	3.2	614,495	2.1	622,192	1.3	634,078	1.9	637,866	0.6	651,461	2.1	1,041,855	11.7	8.2	78.6	73.0	59.9
Total	1,673,889	1,750,596	4.6	1,775,511	1.5	1,796,291	1.1	1,822,026	1.6	1,854,597	1.8	1,914,115	3.2	2,546,113	14.4	9.4	52.1	45.5	33.0

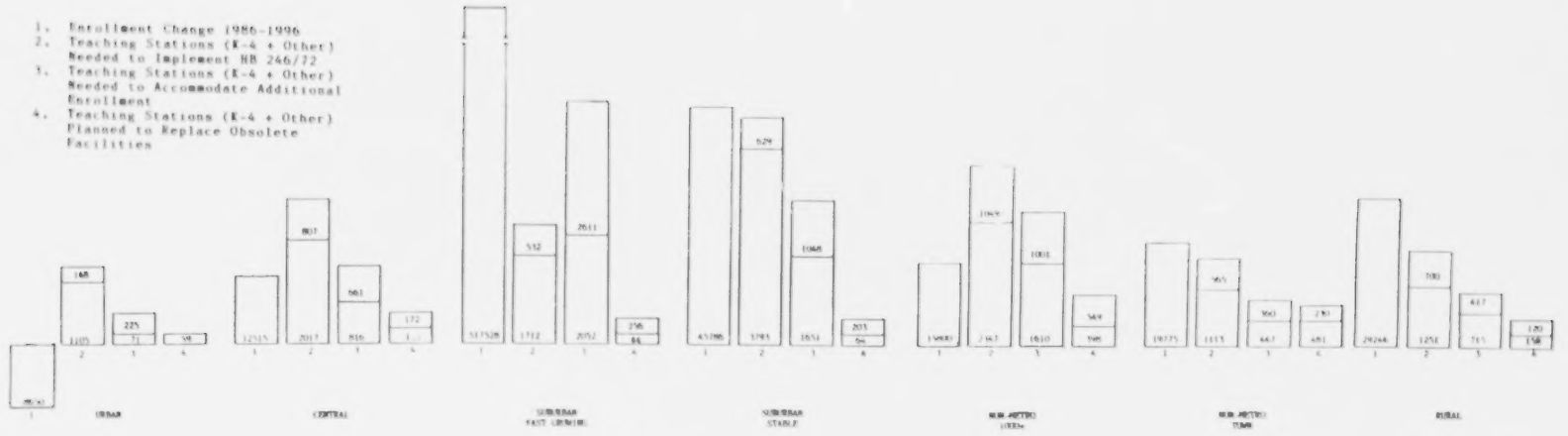
TABLE III

ENROLLMENT CHANGE BY DISTRICT TYPE AND REGION TO PROJECTED FACILITY NEEDS

District Category	Enrollment %Change 1985-1996	Additonal Classrooms Needed to Implement HB 246&72 1985-1996			Classrooms Under Construction to Accommodate Additional Enrollment 1985-1986			Additional Facilities Projected by 1990-1996 to Accommodate Additional Enrollment			Classrooms Under Construction 1985-1986 to Replace Obsolete Facilities			Planned Facilities for 1990-1996 to Replace Obsolete Facilities		
		K-4	Others	Total	K-4	Others	Total	K-4	Others	Total	K-4	Others	Total	K-4	Others	Total
Urban	-2.0	1105	148	1253	173	----	173	71	225	296	82	167	249	----	59	59
Central	3.9	2017	807	2769	383	231	614	816	661	1477	18	52	70	133	172	305
Suburban Fast Growing	164.9	1712	532	2242	471	760	1231	2052	2611	4663	56	169	225	44	256	300
Suburban Stable	10.9	3793	629	4269	307	424	731	1651	1048	2699	72	70	142	64	203	267
Non-Metro 1000+	5.9	2347	1049	3396	545	270	815	1610	1001	2611	75	124	199	398	549	947
Non-Metro Town	22.4	1113	565	1678	213	110	323	447	360	807	18	56	74	481	230	711
Rural	40.6	1251	700	1952	204	177	381	715	417	1132	26	35	61	158	120	278
Total	33.0	13338	4430	17768	2296	1972	4268	7362	6323	13685	347	673	1020	1278	1589	2867
Panhandle	-23.1	593	230	823	71	57	128	158	7	165	--	44	44	27	52	79
North Central Texas	17.9	3534	913	4447	554	612	1166	2618	2261	4879	8	27	35	283	164	447
West Texas	23.1	850	256	1106	130	134	264	552	1112	1664	30	119	149	112	161	273
South Texas	19.5	2648	827	3475	428	336	764	1276	978	2254	127	54	181	136	284	420
Central Texas	43.5	2188	1169	3357	501	493	994	1423	915	2338	73	197	270	535	394	929
East Texas	59.9	3525	1035	4558	612	340	952	1335	1050	2385	109	232	341	185	534	719
Total	33.0	13338	4430	17768	2296	1972	4268	7362	6323	13685	347	673	1020	1278	1589	2867

FIGURE 1

ENROLLMENT CHANGE BY DISTRICT TYPE TO PROJECTED FACILITY NEEDS


1. Enrollment Change 1986-1996
2. Teaching Stations (K-4 + Other) Needed to Implement HB 246/72
3. Teaching Stations (K-4 + Other) Needed to Accommodate Additional Enrollment
4. Teaching Stations (K-4 + Other) Planned to Replace Obsolete Facilities
URBAN
CENTRAL
SUBURBAN FAST GROWTH
SUBURBAN STABLE
NON-METRO URBAN
NON-METRO TOWN
RURAL

believe we can estimate the population needs. But percent growth does not exactly equate with the number of teaching stations needed (each teaching station could reasonably be estimated to house 25-30 pupils).

Apparent discrepancies exist in Table III and Figure 1 between estimated ADA growth and estimated facility needs when comparing Suburban/Fast Growing and Rural ISDs with other district types. Particularly in the categories of Suburban/Fast Growing and in Rural ISDs, the bar representing projected ADA growth (Figure 1) far outstrips the bar representing the facility needs. Some discussion of that phenomenon seems necessary.

Every facility need is not generated by ADA growth. A glance at Table IV, describing the structural condition of facilities by districttype, indicates that Central and Suburban/Stable districts have more facilities rated as below average than do fast growing suburban districts. Therefore, additional facilities are needed to replace below average and obsolete facilities in Central and Suburban/Stable districts. Finally, the number of additional spaces needed by Suburban/Fast Growing districts projected for 1990-96 is quite high. If that bar were to be stacked on top of the accumulated other bars for Suburban/ Fast Growing districts, the discrepancies would no longer be so startling.

Urban and Central districts with older, depreciating

facilities and larger present school populations need additional facilities immediately to replace those older facilities and to house large populations of Pre-K--4 pupils affected by the 22:1 mandate in H.B. 72. The same is true for Suburban/Stable ISDs although they also project more growth and more need in the latter portion of the decade. Urban, Central, and Non-Metro/1000+ ISDs project similar needs and growth patterns.

Rural ISDs, however, present a different pattern. While projecting the second highest percentage of growth, they show relatively high present facility needs, particularly when considering the smaller actual number of ADA growth. This can only be explained by the present facility conditions generally prevalent in Rural ISDs.

Rural school districts, as a group, present an interesting, and perhaps surprising, fiscal picture. According to Texas Education Agency data, the assessed valuation/ADA of Rural ISDs in the state is $326,008 as compared to Suburban/Stable and Suburban/Fast Growing assessed valuation/ADA of $238,681 and $238,565, respectively. Rural ISDs seem to be more conservative and tend to be less ready to spend money on education. Their average school tax effort is 0.60922 as compared to Suburban/Stable and Suburban/Fast Growing ISDs of 0.67747 and 0.78991, respectively. Additionally, our data indicate Rural districts have not tended to use their bonded capacity

as much as suburban type districts and their superintendents do not think it as likely that they could pass a local bond issue if proposed, unlike suburban type district superintendents (Table IX, p. 44). An important exception to these generalizations is that many of the Rural ISDs in the West Texas geographic region have had more money to spend and have been able to build new schools with relative ease. Table V indicates that schools in West Texas are presently in better condition than schools in other regions. It follows that their need for additional facilities is less.

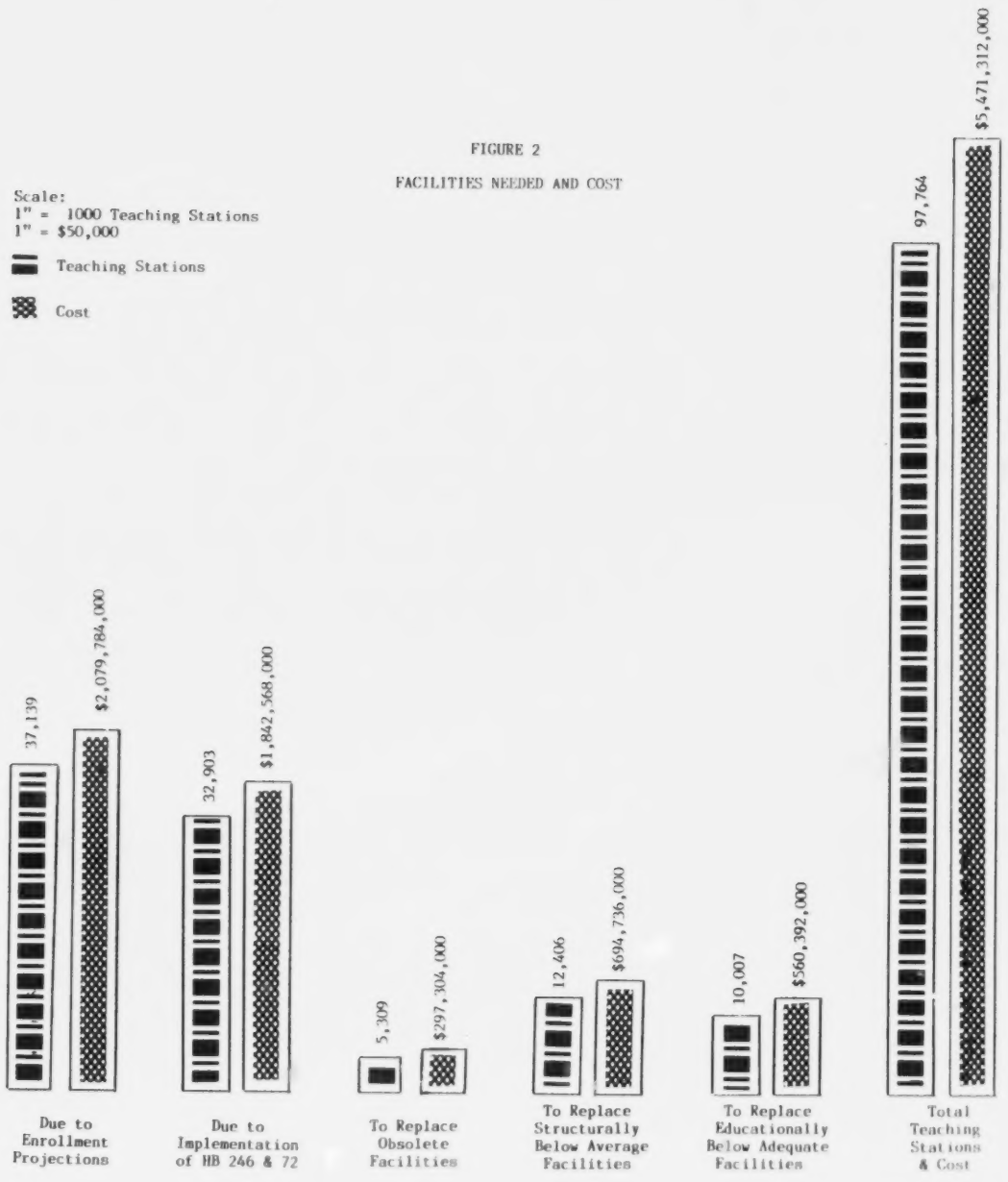
To the extent that the price of oil recovers during the next decade, these data present an interesting paradox. Those ISDs, which were most able to build when oil prices were high in the past did so. They, therefore, have less need to build in the future. As oil prices increase, it may be that those districts with the greatest facility needs may be the least able and the least willing to pay the cost of meeting that need.

Enrollment and H.B. 246 and H.B. 72 Needs

Using the enrollment projections for 1996 supplied by our COQ respondents (54 percent of all ISDs) and projecting that to a total population, we estimate a total school-age population in Texas of 4,389,850, representing a growth during the decade of 1,114,179 pupils, or 34 percent growth by 1996. This is slightly larger than the 25 percent

FIGURE 2

FACILITIES NEEDED AND COST



estimate of the Texas Past and Future: A Survey (1981) and is slightly lower than the 36 percent estimate of the U.S. Census Bureau (1984). Using our estimate of total enrollment and dividing by 30 pupils per classroom, one obtains a figure of 37,139 teaching stations required to house additional school population by 1996 (Figure 2). At a cost of $56,000/teaching station, the cost for housing the enrollment increase is approximately 2.1 billion dollars. That increase is exacerbated by the 22:1 mandate in Pre-K--4 facing all ISDs--a mandate which certainly seems reasonable in the light of the need to improve instruction.

Cost of Growth and H.B. 246 and H.B. 72 Needs

The 574 responding ISDs need 17,768 additional classrooms/teaching stations to meet H.B. 246 and H.B. 72 requirements (Table III) or 32,903 teaching stations if projected to the total population (Figure 2).

Adding the two figures above (increased enrollment and H.B. 246 and H.B. 72 needs), we find a need of approximately 70,042 additional teaching stations in Texas within the next decade. Using the 70,042 teaching stations and the cost per classroom developed in this study, which is in the same general range as the figure determined by the Accountable Cost Study (1986), approximately 3.9 billion dollars is needed to meet those needs within the next decade. This figure is exclusive of site acquisition or improvement costs. It is, however, very likely that all facility needs

will not require new construction. Some districts will use available and presently non-utilized space. Some needs can also be met through renovation of space presently structurally and educationally below standard at a cost of approximately $25/sq. ft. instead of $49/sq. ft.

Earlier it was noted that the figure for school facility construction necessary to meet "reform mandates" was considerably different than possible conclusions that might be drawn from the Accountable Cost Study (1986). That study attempted to estimate H.B. 72 costs only and used waiver requests as a basis for estimating the 1,800 needed classrooms in 1986. That estimate concerned only Pre-K through Grade 2 needs.

This Center study projects facility needs through 1996 and, therefore, includes Grades 3 and 4 as well as other reform mandates (i.e., science and computer requirements) and projects a cost nearly 20 times greater than the one projected by the Accountable Cost Study (1986). The 1,800 estimate of needed teaching stations in that study may be low, as it appears to exclude planned construction not resulting in a 1985 waiver request. Both studies could appear to estimate a similar need, but the fact is that they estimate quite different things, and the discrepancy is so wide that this extended explanation seems necessary. Based on the data collected in this study, 32,903 teaching stations will be required by 1996 to meet H.B. 246 and H.B.

72 mandates.

Physical Condition of Present Facilities

Obviously, the present physical condition of school buildings in Texas will influence the need for new or renovated facilities within the next decade. Tables V and VI describe that situation by type of building (e.g., Elementary, Middle/Junior High), according to region (e.g., Central Texas, West Texas), and type of district (e.g., Urban, Suburban, Rural).

Central office respondents reported a total of 638 below average school buildings, combining all building types. This represents 9.5 percent of all buildings in that sample. That datum may be an overestimate of structurally below average buildings, as respondents to the campus survey reported that 7.4 percent of their buildings were below average. Using 8.5 percent below average as a conservative estimate and extrapolating to the population, it is estimated that approximately 1,181 public school buildings in Texas are presently structurally below average. The 8.5 percent below average estimate compares with 18 percent of the buildings surveyed by the Center site evaluators which were rated as below average structurally. Using again the average school building as a 15-room structure, to replace all structurally below average buildings would require 17,715 additional teaching stations. Table III (p. 16)

TABLE IV

PHYSICAL/STRUCTURAL CONDITION OF SCHOOL BUILDINGS BY DISTRICT TYPE (COQ)

		Primary/Elementary School Buildings							Middle/Junior High School Buildings						
		Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total
		n	%	n	%	n	%	N	n	%	n	%	n	%	N
1.	Urban	7	0.9	354	47.1	391	52.0	752	1	0.4	158	67.8	74	31.8	233
2.	Central	54	9.8	107	19.5	389	70.7	550	37	19.3	46	24.0	109	56.8	192
3.	Suburban Fast Growing	14	2.9	79	16.6	383	80.5	476	9	4.9	28	15.2	147	79.9	184
4.	Suburban Stable	24	4.4	196	36.3	320	59.3	540	28	15.6	49	27.4	102	57.0	179
5.	Non-Metro 1000+	74	11.7	201	31.9	356	56.4	631	52	19.1	92	33.8	128	47.1	272
6.	Non-Metro Town	34	14.5	77	32.8	124	52.8	235	21	17.1	40	32.5	62	50.4	123
7.	Rural	37	12.0	96	31.1	176	57.0	309	7	4.8	35	24.1	103	71.0	145
	Total	244	7.0	1110	31.8	2139	61.2	3493	155	11.7	448	33.7	725	54.6	1328
		High School Buildings							K-12 School Buildings						
1.	Urban	0	0.0	73	65.8	38	34.2	111	-	-	-	-	-	-	-
2.	Central	43	30.7	33	23.6	64	45.7	140	-	-	3	50.0	3	50.0	6
3.	Suburban Fast Growing	2	1.2	50	29.8	116	69.1	168	-	-	2	10.0	18	90.0	20
4.	Suburban Stable	6	4.7	29	22.7	93	72.7	128	6	35.3	8	47.1	3	17.7	17
5.	Non-Metro 1000+	48	16.6	74	25.5	168	57.9	290	-	-	3	21.4	11	78.6	14
6.	Non-Metro Town	11	6.9	39	24.4	110	68.8	160	9	15.0	23	38.3	28	46.7	60
7.	Rural	22	13.2	28	16.8	117	70.1	167	23	9.4	84	34.4	137	56.2	244
	Total	132	11.3	326	28.0	706	60.7	1164	38	10.5	123	34.1	200	55.4	361
		Other School Buildings													
1.	Urban	-	-	9	75.0	3	25.0	12							
2.	Central	8	44.4	4	22.2	6	33.3	18							
3.	Suburban Fast Growing	7	15.9	9	20.5	28	63.6	44							
4.	Suburban Stable	5	11.1	8	17.8	32	71.1	45							
5.	Non-Metro 1000+	10	19.2	24	46.2	18	34.6	52							
6.	Non-Metro Town	16	20.8	21	27.3	40	52.0	77							
7.	Rural	23	22.1	32	30.8	49	47.1	104							
	Total	69	19.6	107	30.4	176	50.0	352							

TABLE V

PHYSICAL/STRUCTURAL CONDITION OF SCHOOL BUILDINGS BY REGION (COQ)

	Primary/Elementary School Buildings							Middle/Junior High School Buildings						
	Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total
	n	%	n	%	n	%	N	n	%	n	%	n	%	N
1. Panhandle	39	17.5	51	22.9	133	59.6	223	11	14.3	16	20.8	50	65.0	77
2. N. Central Texas	23	3.5	178	27.2	453	69.3	654	21	9.5	47	21.3	153	69.2	221
3. West Texas	3	1.1	22	8.1	247	90.8	272	2	2.9	2	2.9	65	94.2	69
4. South Texas	79	8.6	316	34.5	521	56.9	916	39	10.0	179	46.0	171	44.0	389
5. Central Texas	61	12.8	207	43.5	208	43.7	476	22	11.8	59	31.6	106	56.7	187
6. East Texas	39	4.1	336	35.3	577	60.6	952	60	15.6	145	37.7	180	46.8	385
Total	244	7.0	1110	31.8	2139	61.2	3493	155	11.7	448	33.7	725	54.6	1328
	High School Buildings							K-12 School Buildings						
1. Panhandle	5	6.3	22	27.5	53	66.3	80	1	2.0	13	26.5	35	71.4	49
2. N. Central Texas	14	6.6	29	13.7	168	79.6	211	8	15.7	20	39.2	23	45.1	51
3. West Texas	2	4.8	5	11.9	35	83.3	42	-	-	5	20.8	19	79.2	24
4. South Texas	12	4.5	96	36.1	158	59.4	266	11	22.9	25	52.1	12	25.0	48
5. Central Texas	14	7.5	61	32.8	111	59.7	186	9	10.7	29	34.5	46	54.8	84
6. East Texas	85	22.4	113	29.8	181	47.8	379	9	8.6	31	29.5	65	61.9	105
Total	132	11.3	326	28.0	706	60.7	1164	38	10.5	123	34.1	200	55.4	361
	Other School Buildings													
1. Panhandle	4	11.8	8	23.5	22	64.7	34							
2. N. Central Texas	17	28.3	13	21.7	30	50.0	60							
3. West Texas	-	-	2	16.7	10	83.3	12							
4. South Texas	7	6.7	43	41.4	54	52.0	104							
5. Central Texas	15	23.8	22	34.9	26	41.3	63							
6. East Texas	26	32.9	19	24.1	34	43.0	79							
Total	69	27.6	107	30.4	176	50.0	352							

presents data indicating the total number of classrooms needed to replace obsolete facilities by 1996, as reported by our respondents. They reported that 2,867 classrooms will be needed for this purpose by 1996. As the sample represents 54 percent of the ISDs in Texas, 5,309 classrooms would be needed (Figure 2).

Cost of Replacement

These improvements would cost $297,304,000. Adding this to our figure of 3.9 billion dollars, attributable to enrollment growth and H.B. 246 and H.B. 72 mandates leaves an estimate of approximately 4.2 billion dollars for school facilities needed by 1996.

It appears that local school districts in Texas do not see all of their below average buildings as "obsolete" and certainly do not plan to replace below average buildings. To do so would require an additional 12,406 classrooms (i.e., 17,715-5,309). To replace all structurally below average facilities would cost $694,736,000 more than merely building those planned to replace "obsolete" buildings. Adding this to the 4.2 billion already needed would produce a total cost of approximately 4.9 billion dollars.

Given the above analysis, the present interest in relieving the need for school facility construction by expanding facility use might not be fiscally as wise as it appears at first glance. A building's life is predicated on several factors, not the least of which is its intensity of

use and its total time in use. A building used eight hours/day should last much longer than one in use sixteen hours/day. Likewise, a building used only 9 months a year should last longer than one used 12 months per year. Average and below average structures require considerably more maintenance than above average structures. The extended use of such buildings will likely increase that maintenance cost more than represented by the simple multiplier effect (e.g., twice the use requires more than twice the maintenance cost).

As pointed out, school districts in Texas do not presently plan to replace all of their below average structures, much less replacing their average structures, within the decade. Greatly extending the use of below average and average structures may decrease the cost of constructing additional school facilities in the immediate future, but it will surely increase their maintenance cost and reduce their educational adequacy. In addition, accelerated use of such buildings will very likely decrease their useful life and increase the need to replace these structures toward the end of the decade, greatly increasing construction costs at that time.

As Tables IV and V show, a relatively high percentage of below average buildings are in Central and Suburban/Stable ISDs. These two types of districts, along with Urban ISDs, constitute the highest construction and

acreage cost of the seven ISD categories. One can not assume that those ISD types, under present economic and real estate conditions, will be able to easily or profitably divest themselves of obsolete buildings.

An interesting and unexpected datum appears in Table IV (p. 26). A total of 17 schools in the K-12 category were reported by the Suburban/Stable respondents. It was presumed that Suburban/Stable ISDs would be districts adjacent to large cities or to other ISDs which were themselves adjacent to large cities. It was felt that these district would be represented by stable populations and relatively high density land use. Further, the image of these districts was one of a reasonably large ADA requiring an elementary, junior high, high school configuration of facilities, and precluding K-12 buildings. Table IV indicates some myopia in this regard. There are 17 such K-12 buildings in our Suburban/Stable respondent ISDs, and 14 of those are not new, but older, average, or below average, buildings. These facts seem to be accounted for by ISDs which are situated near metropolitan ISDs but not yet a part of that urban sprawl and which are attempting to maintain their independence from Suburban/Fast Growing ISDs.

Projecting these data to the population, Suburban/Stable (K-12) districts represent about 3 percent of the state's ISDs and surely a small percentage of the state's school age population. Thus, except to explain what

was to us an unexpected phenomenon, these districts do not significantly influence the data nor their analyses. They do, however, represent some needs and values of real people. Those needs and values may be more like Rural ISDs than Urban and Suburban ISDs. In spite of progress, we may have some duty to respect their differences and values.

From Table V few generalizations can be made beyond the ones previously stated about the West Texas Region. The Panhandle Region has a higher percentage of below average facilities but is exceeded in actual number of below average elementary schools by both Central (with 61) and South Texas Regions (with 79). In below average junior high schools, the Panhandle Region is exceeded in actual number of below average junior high schools by every region (except West Texas), with the South Texas Region having 39 and the East Texas Region having 60. The East Texas Region is by far in the most difficulty in the high school category both in percentage (22.4 percent) and in actual number (85). In the K-12 category, the South Texas Region again has the highest percentage of below average facilities (22.9 percent), but again is exceeded in actual number of below average K-12 buildings by both the Central (with 29) and the East Texas Regions (with 31). In the category "other buildings" (e.g., usually vocational agriculture, music, gyms, or special education facilities), no region, except the West Texas Region, is in a very good position. Twenty-nine percent of

all such buildings were reported by our respondents as below average. In addition to this dark side of the school facilities picture, some mention must be made of the brighter side. In all building categories and nearly across all ISD types and geographic regions, 50 percent or more of all Texas school facilities were rated by the Central Office respondents as "structurally above average."

No single region appears to be greatly disadvantaged across all school type categories. One region, however, does appear to be advantaged, and that advantage appears to be related to ability to pay. Rural districts appear to be at a slight disadvantage, except in the West Texas Region. Central ISDs are at a clear disadvantage (rating nearly 31 percent of their high schools as below average structurally), and Suburban/Stable (K-12) districts are at a considerable disadvantage given their present wealth.

Of particular interest are the possible consequences of extending the use of school buildings, particularly by using multiple sessions or by developing a twelve-month school year. As noted on page 56, such use will very likely reduce the overall life of presently below average and average buildings and, finally, even of above average buildings. It will increase the maintenance cost, particularly in below average buildings.

Extending the use of school facilities by sharing some of them, such as libraries, recreation facilities, and

auditoriums, does not inordinately burden the total usage load of the facility. Most of a school building would remain unused by the community under these conditions. That minimum extended use would possibly increase community support sufficiently to compensate for increased maintenance and renovation costs. However, it appears that an extended school day, multiple school sessions, or twelve-month schools may, in the long run, prove fiscally imprudent for the Texas schools.

Educational Adequacy

As important as the structural soundness of a building is to a school facility, most important is the educational adequacy of the facility. Tables VI, VII, and VIII display data related to the educational adequacy of school facilities in Texas as perceived by the professionals who use them. Tables VI and VII represent the responses from central office personnel by region and district type, respectively. Over all, central office personnel, rating 6,698 school facilities, indicated that 998, or 14.9 percent, were below average. This would tend to indicate that approximately 1,848 school facilities in Texas would be viewed educationally below adequate by the administrators in the 1,063 ISDs in which the facilities exist. This is a larger estimate than the 1,181 buildings estimated as structurally below average based on data from the same

TABLE VI

EDUCATIONAL ADEQUACY OF SCHOOL BUILDINGS BY DISTRICT TYPE (COQ)

		Primary/Elementary School Buildings							Middle/Junior High School Buildings						
		Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total
		n	%	n	%	n	%	N	n	%	n	%	n	%	N
1.	Urban	-	-	396	52.7	356	47.3	752	2	0.9	148	63.5	83	35.6	233
2.	Central	132	24.0	100	18.2	318	57.8	550	26	13.5	41	21.4	125	65.1	192
3.	Suburban Fast Growing	30	6.3	126	26.5	320	67.2	476	12	6.5	24	13.0	148	80.4	184
4.	Suburban Stable	46	8.5	229	42.4	265	49.1	540	28	15.6	57	31.8	94	52.5	179
5.	Non-Metro 1000+	129	20.4	302	47.9	200	31.7	631	92	33.8	108	39.7	72	26.5	272
6.	Non-Metro Town	47	20.0	82	34.9	106	45.1	235	22	17.9	53	43.1	48	39.0	123
7.	Rural	87	28.2	103	33.3	119	38.5	309	43	29.7	35	24.1	67	46.2	145
	Total	471	13.5	1338	38.3	1684	48.2	3493	225	16.9	466	35.1	637	48.0	1328
		High School Buildings							K-12 School Buildings						
1.	Urban	4	3.6	70	63.1	37	33.3	111	-	-	-	-	-	-	-
2.	Central	52	37.1	30	21.4	58	41.4	140	1	16.7	4	66.7	1	16.7	6
3.	Suburban Fast Growing	7	4.2	29	17.3	132	78.6	168	-	-	7	35.0	13	65.0	20
4.	Suburban Stable	5	3.9	39	30.5	84	65.6	128	15	88.2	1	5.9	1	5.9	17
5.	Non-Metro 1000+	56	19.3	123	42.4	111	38.9	290	-	-	3	21.4	11	78.6	14
6.	Non-Metro Town	12	7.5	56	35.0	92	57.5	160	17	28.3	17	28.3	26	43.3	60
7.	Rural	20	12.0	51	30.5	96	57.5	167	42	17.2	100	41.0	102	41.8	244
	Total	156	13.4	398	34.2	610	52.4	1164	75	20.8	132	36.6	154	42.7	361
		Other School Buildings													
1.	Urban	6	50.0	6	50.0	-	-	12							
2.	Central	7	38.9	6	33.3	5	27.9	18							
3.	Suburban Fast Growing	7	15.9	11	25.0	26	59.1	44							
4.	Suburban Stable	4	8.9	17	37.8	24	53.3	45							
5.	Non-Metro 1000+	11	21.2	32	61.5	9	17.3	52							
6.	Non-Metro Town	18	23.4	25	32.5	34	44.2	77							
7.	Rural	18	17.3	33	31.7	53	51.0	104							
	Total	71	20.2	130	36.9	151	42.9	352							

TABLE VII

EDUCATIONAL ADEQUACY OF SCHOOL BUILDINGS BY REGION (COQ)

	Primary/Elementary School Buildings							Middle/Junior High School Buildings						
	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total
	n	%	n	%	n	%	N	n	%	n	%	n	%	N
1. Panhandle	48	21.5	53	23.8	122	54.7	223	10	13.0	19	24.7	48	62.3	77
2. N. Central Texas	68	10.4	199	30.4	387	59.2	654	27	12.2	59	26.7	135	61.1	221
3. West Texas	20	7.4	15	5.5	237	87.1	272	2	2.9	6	8.7	61	88.4	69
4. South Texas	112	12.2	395	43.1	409	44.7	916	57	14.7	190	48.8	142	36.5	389
5. Central Texas	89	18.7	220	46.2	167	35.1	476	54	28.9	51	27.3	82	43.9	187
6. East Texas	134	14.1	456	47.9	362	38.0	952	75	19.5	141	36.6	169	43.9	385
Total	471	13.5	1338	38.3	1684	48.2	3493	225	16.9	466	35.1	637	48.0	1328
	High School Buildings							K-12 School Buildings						
1. Panhandle	6	7.5	20	25.0	54	67.5	80	3	6.2	8	16.3	38	77.6	49
2. N. Central Texas	16	7.5	49	23.2	146	69.2	211	11	21.6	22	43.1	18	35.3	51
3. West Texas	3	7.1	4	9.5	35	83.3	42	-	-	15	62.5	9	37.5	24
4. South Texas	33	12.4	106	39.6	127	47.7	266	26	54.2	15	31.3	7	14.6	48
5. Central Texas	11	5.9	77	41.4	98	52.7	186	16	19.1	32	38.1	36	42.9	84
6. East Texas	87	23.0	142	37.5	150	39.6	379	19	18.1	40	38.1	46	43.8	105
Total	156	13.4	398	34.2	610	52.4	1164	75	20.8	132	36.6	154	42.7	361
	Other School Buildings													
1. Panhandle	2	5.9	8	23.5	24	70.6	34							
2. N. Central Texas	13	21.7	29	48.3	18	30.0	60							
3. West Texas	6	50.0	1	8.3	5	41.7	12							
4. South Texas	11	10.6	43	41.4	50	48.1	104							
5. Central Texas	15	23.8	22	34.9	26	41.3	63							
6. East Texas	24	30.4	27	34.2	28	35.4	79							
Total	71	20.2	130	36.9	151	42.9	352							

TABLE VIII

EDUCATIONAL ADEQUACY OF INSTRUCTIONAL SPACE BY USE (SCI)

Classrooms	URBAN							CENTRAL							SUBURBAN-FAST GROWING							SUBURBAN-STABLE							NON-METROPOLITAN							NON-METROPOLITAN							RURAL						
	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total	Below Adequate		Adequate		Above Adequate		Total
	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N
Pre-k	11	17.7	24	38.7	27	15.4	62	8	18.2	13	29.5	23	52.3	44	6	14.0	11	25.6	26	60.5	43	6	14.6	14	34.1	21	51.2	41	12	21.4	22	39.3	22	39.3	56	8	18.2	10	22.7	26	59.1	44	12	28.6	12	28.6	18	42.9	42
k	11	10.2	40	37.0	57	52.8	108	6	5.9	37	36.3	59	57.8	102	6	6.4	19	20.2	69	73.4	94	11	9.3	32	27.1	75	63.6	118	15	14.6	31	30.1	57	55.3	103	9	12.3	15	20.5	49	67.1	73	13	11.2	40	34.5	63	54.3	116
Grade 1	4	3.7	47	43.1	58	53.2	109	6	5.9	38	37.6	57	56.4	101	4	4.2	17	17.9	74	77.9	95	5	4.2	32	27.1	81	68.6	118	12	10.5	42	36.8	60	52.6	114	4	5.6	26	36.1	42	58.3	72	12	10.3	36	31.0	68	58.6	116
Grade 2	6	5.5	42	38.5	61	56.0	109	7	7.0	38	38.0	55	55.0	100	7	7.4	17	17.9	71	74.7	95	6	5.1	33	28.0	79	66.9	118	7	6.5	39	36.4	61	57.0	107	5	6.8	30	41.1	38	52.1	73	8	7.0	45	39.1	62	53.9	115
Grade 3	9	8.3	37	34.3	62	57.4	108	7	7.1	36	36.7	55	56.1	98	6	6.3	19	19.8	71	74.0	96	5	3.2	33	27.5	82	68.3	120	13	11.3	42	36.5	60	52.2	115	4	5.7	28	40.0	38	54.3	70	10	8.8	43	37.7	61	53.5	114
Grade 4	6	5.7	38	35.8	62	58.5	106	7	7.5	36	38.7	50	53.8	93	7	7.0	17	17.0	76	76.0	100	6	4.7	35	28.5	80	65.9	121	11	9.5	45	38.8	60	51.7	116	3	4.2	27	37.5	42	58.3	72	9	7.8	42	36.2	65	56.0	116
Grade 5	7	6.9	36	35.6	58	57.4	101	11	12.5	32	36.4	45	51.1	88	7	7.5	21	22.6	65	69.9	93	10	8.3	34	28.1	77	63.6	121	9	8.5	42	39.6	55	51.9	106	6	9.1	19	28.4	42	62.7	67	9	8.0	40	35.7	63	56.3	112
Grade 6	4	6.3	28	44.4	31	49.2	63	6	9.8	27	44.3	28	45.9	61	6	10.9	11	21.6	36	65.5	55	2	2.1	23	24.1	71	73.6	96	7	10.8	19	29.2	39	60.0	65	5	6.8	24	32.4	45	60.8	74	6	5.8	38	36.5	60	57.7	104
Grade 7	3	10.3	11	37.9	15	51.7	29	4	12.5	16	50.0	12	37.5	32	4	7.7	6	11.5	42	80.8	52	1	1.9	13	24.5	39	73.6	53	3	5.9	14	27.5	34	66.7	51	7	9.2	24	31.6	45	59.2	76	10	10.3	36	37.1	51	52.6	97
Grade 8	2	7.1	11	39.3	15	53.6	28	4	13.8	14	48.3	11	37.9	29	3	5.8	8	15.4	41	78.8	52	2	3.8	11	21.2	39	75.0	52	3	6.1	13	26.6	33	67.3	49	7	9.3	22	29.3	46	61.3	75	9	9.6	37	39.4	48	51.1	94
Grade 9	4	14.8	8	29.6	15	55.6	27	3	13.6	11	50.0	8	36.4	22	1	4.5	2	9.0	22	86.5	25	2	6.5	8	26.0	21	67.7	31	5	7.5	29	43.3	33	49.2	67	8	11.6	17	24.6	44	63.8	70	6	7.2	34	41.0	43	51.8	83
Grade 10	1	5.3	6	31.3	12	63.2	19	4	15.4	10	38.5	12	46.2	26	1	5.0	2	10.0	17	85.0	20	2	6.5	9	29.0	20	64.5	31	4	6.3	26	41.3	33	52.4	63	8	7.5	17	25.4	45	67.2	70	6	7.2	33	39.8	44	53.0	83
Grade 11	—	—	6	27.3	16	72.7	22	4	16.7	8	33.3	12	50.0	24	1	5.6	2	11.1	15	83.3	18	2	6.3	10	31.3	20	62.5	32	3	4.8	25	40.3	34	54.8	62	5	7.5	17	25.4	45	67.2	70	6	7.2	33	39.8	44	53.0	83
Grade 12	—	—	6	27.3	16	72.7	22	3	12.5	9	37.5	12	50.0	24	1	5.6	2	11.1	15	83.3	18	2	6.3	9	28.1	21	65.6	32	2	3.3	22	36.7	36	60.0	60	6	8.8	16	23.5	46	67.6	68	6	7.3	34	41.5	42	51.2	82
Total	68	7.4	340	37.1	508	55.5	916	80	9.5	325	38.5	439	52.0	844	59	6.9	156	18.2	641	74.9	856	64	6.0	303	28.4	711	66.6	1068	106	9.3	412	36.1	626	54.8	1144	85	8.7	292	29.9	598	61.3	975	122	9.0	503	37.1	732	53.9	1357
Library	35	22.3	45	28.7	77	49.0	157	29	18.5	40	25.5	88	56.1	157	21	12.0	35	20.0	119	68.0	175	28	13.5	39	18.8	141	67.8	208	37	13.9	64	24.1	165	62.0	266	20	13.1	37	24.7	93	62.0	150	32	23.2	40	29.0	66	47.8	138
Computer Labs	10	23.8	41	32.5	55	43.7	126	20	17.4	36	31.3	59	51.3	115	26	17.2	37	24.5	88	58.3	151	33	17.8	42	22.7	110	59.5	185	29	16.5	43	24.4	104	59.1	176	27	20.0	31	23.0	77	57.0	135	21	12.7	35	29.7	62	52.5	118
Science Labs	28	35.4	28	35.4	23	29.1	79	29	36.2	23	28.7	28	35.0	80	31	27.0	21	18.3	63	54.8	115	40	30.5	37	28.2	54	41.2	131	38	26.4	19	27.1	67	46.5	144	31	24.0	25	19.4	73	56.6	129	36	31.0	30	25.9	50	43.1	116
P.E.Facilities	41	30.8	44	33.1	42	36.1	127	42	32.8	43	33.6	43	33.6	128	35	20.8	29	17.3	104	61.9	168	30	15.1	48	24.1	121	60.8	199	59	23.8	74	29.8	115	46.4	248	32	21.5	45	30.2	72	48.3	149	39	28.1	37	26.6	63	38.2	139
Language Labs	12	25.0	25	52.1	11	22.9	48	17	34.7	22	44.9	10	20.4	49	17	25.4	17	25.4	33	49.3	67	18	23.1	29	37.2	31	39.7	78	24	24.7	32	33.0	41	42.3	97	31	38.3	28	34.6	22	27.2	81	27	33.7	29	36.2	24	30.0	80
Shops	7	15.9	16	36.4	21	47.7	44	10	20.8	17	35.4	21	43.8	48	5	7.8	9	14.1	50	78.1	64	9	11.0	21	28.0	50	61.0	82	13	13.9	34	35.7	54	51.6	101	14	16.7	25	29.8	45	53.6	84	11	12.8	27	31.4	48	55.8	86
Music	35	32.4	42	38.9	31	28.7	108	28	21.9	46	35.9	54	42.2	128	19	11.8	30	18.6	112	69.6	161	24	12.2	58	29.4	115	58.4	197	43	18.0	86	36.0	110	46.0	239	24	18.3	39	29.8	68	51.9	131	40	38.5	31	29.8	33	31.7	104
Art	29	29.0	38	38.0	33	33.0	100	23	24.7	35	37.6	35	37.6	93	25	19.4	29	22.5	75	58.1	129	23	15.6	51	34.7	73	49.7	147	42	27.6	55	36.2	55	36.2	152	14	15.1	40	41.2	23	23.7	97	19	41.9	12	26.4	22	23.7	93
Speech & Drama	19	31.7	27	45.0	14	23.3	60	22	42.3	15	28.8	15	28.8	52	14	17.5	24	30.0	42	52.5	80	24	23.1	34	32.7	36	34.6	104	36	31.0	39	33.6	41	35.3	116	20	25.6	32	41.0	26	33.3	78	32	37.2	31	36.0	23	26.7	86
Homemaking	7	14.9	12	25.5	28	59.6	47	8	16.0	13	26.0	29	58.0	50	4	7.1	9	16.1	43	76.8	56	5	6.7	17	22.7	53	70.7	75	6	6.4	29	30.9	59	62.8	94	16	20.8	14	18.2	47	61.0	77	10	11.6	26	30.2	50	58.1	86
Business	2	8.1	12	46.4	13	57.6	11	4	14.3	10	35.7	14	50.0	28	3	7.1	7	16.7	32	76.2	42	2	4.9	11	26.2	29	68.9	42	2	2.9	18	25.7	50	71.4	70	11	13.5	21	29.6	39	54.9	71	14	15.9	30	34.1	44	50.0	88
Special Ed.	22	17.7	47	26.9	55	31.4	124	31	24.0	54	41.9	44	34.1	129	19	11.7	43	26.4	101	62.0	163	27	16.1	64	33.3	101	52.6	192	45	19.1	93	39.6	107	45.5	235	26	17.9	56	38.6	63	43.4	145	27	21.3	47	37.0	53	41.7	127
Total	267	25.3	377	35.8	409	38.8	1053	263	24.9	354	33.5	440	41.6	1057	219	16.0	290	21.2	862	62.9	1371	263	16.3	453	27.6	925	56.4	1641	374	19.3	736	37.9	963	50.0	1936	286	21.6	993	29.6	668	48.8	1327	428	26.0	895	31.3	538	42.7	1261

central office administrators (see p. 19). Clearly, under present conditions, local school officials do not think they can afford to replace all of the educationally below adequate facilities in their districts.

Cost of Replacement

Based on the same figures used in estimating the cost of replacing structurally below average facilities, it would require 667 additional buildings, or 10,007 new teaching stations costing an additional $560,392,000, to replace those additional facilities presently rated as educationally inadequate but not structurally substandard. Therefore, in addition to the 4.9 billion dollars needed for construction presently planned due to H.B. 72 and H.B. 246, expanded enrollment and "obsolete" and structurally below average facilities, it would take approximately .5 billion additional dollars to replace educationally inadequate facilities. That results in a 5.4 billion dollars estimate within the next decade if Texas is to have sufficient educational space to house its school age population in facilities that are structurally and educationally adequate (see Figure 2).

Perhaps this estimate may seem to be exaggerated. It is unlikely that anyone will seriously consider the replacement of all structurally below average and educationally inadequate school facilities in Texas within the next decade. However, campus administrators, rating

5,726 of the very buildings they live in, indicated 8.2 percent as educationally below adequate (excluding K-12 and "other" structures). But trained on-site evaluatorswho visited the 112 campuses, rated 16 percent of those buildings as educationally below adequate and 18 percent as structurally below average (see Table XVIII).

Viewing the educational adequacy of school facilities as reported by central office personnel (Table VII) by region and building type provides interesting checks on our earlier findings. The Panhandle, Central, and East Texas Regions are above the state average in the number of educationally inadequate facilities they presently occupy. These regions were earlier mentioned as having structurally below adequate school facilities. Likewise, the West Texas Region was again considerably better off than other regions with only 3.1 percent of their buildings rated as below average. The East Texas Region was highest in high school facilities (34 percent), the Central Texas Region in junior high facilities (18.6 percent), and the Panhandle Region in elementary school facilities (28.4 percent) identified as educationally inadequate. The view by district type reinforced the previous findings. Central, Non-Metro/1000+ (rural types), Non-Metro/Town, and Rural ISDs reported 21.7 percent, 28.9 percent, 11.6 percent, and 21.0 percent, respectively.

Table VIII provides an opportunity to examine the

educational adequacy of facilities as assessed by school campus administrators across district type and by grade level of the teaching station. Across district types, in Pre-K to 12 facilities, all types (with the exception of both suburban types) show between 7.5 percent and 9.5 percent of all facilities as educationally below adequate. Actually, no glaring distinctions in educational adequacy by district type can be noted.

Pre-K and K facilities show the highest percentage of below adequate ratings. This can, perhaps, be explained by the rush to adapt such facilities to meet the required 22:1 mandate. Computer labs (ranging from 23.8 percent in Urban to 12.7 percent in Rural) and science labs (ranging from 36.2 percent in Central to 24 percent in Non-Metro/Town) are a particular problem in the below educationally adequate category, given the emphasis of the present reform. It must be noted, however, that other important educationally inadequate facilities also exist particularly in the arts, often with 40 percent or more in some district types. Also, physical education facilities in Urban and Central districts are 30.8 percent and 32.8 percent educationally inadequate, respectively. Although the present reform emphasizes other aspects of the curriculum, it would be remiss to neglect these aspects of education.

Facility Needs and Ability to Pay

Figures 3, 4, 5, and 6 and Table IX present data about the facility needs and the ability to pay for such needs. Figures 3 and 4 portray the projected pupil enrollment increases for 1986-1996, teaching stations projected 1986-1996, and the ISD central offices' estimate of the practical limit of the bonds that could pass in their respective districts. Table IX presents a broader numerical spectrum of financial data.

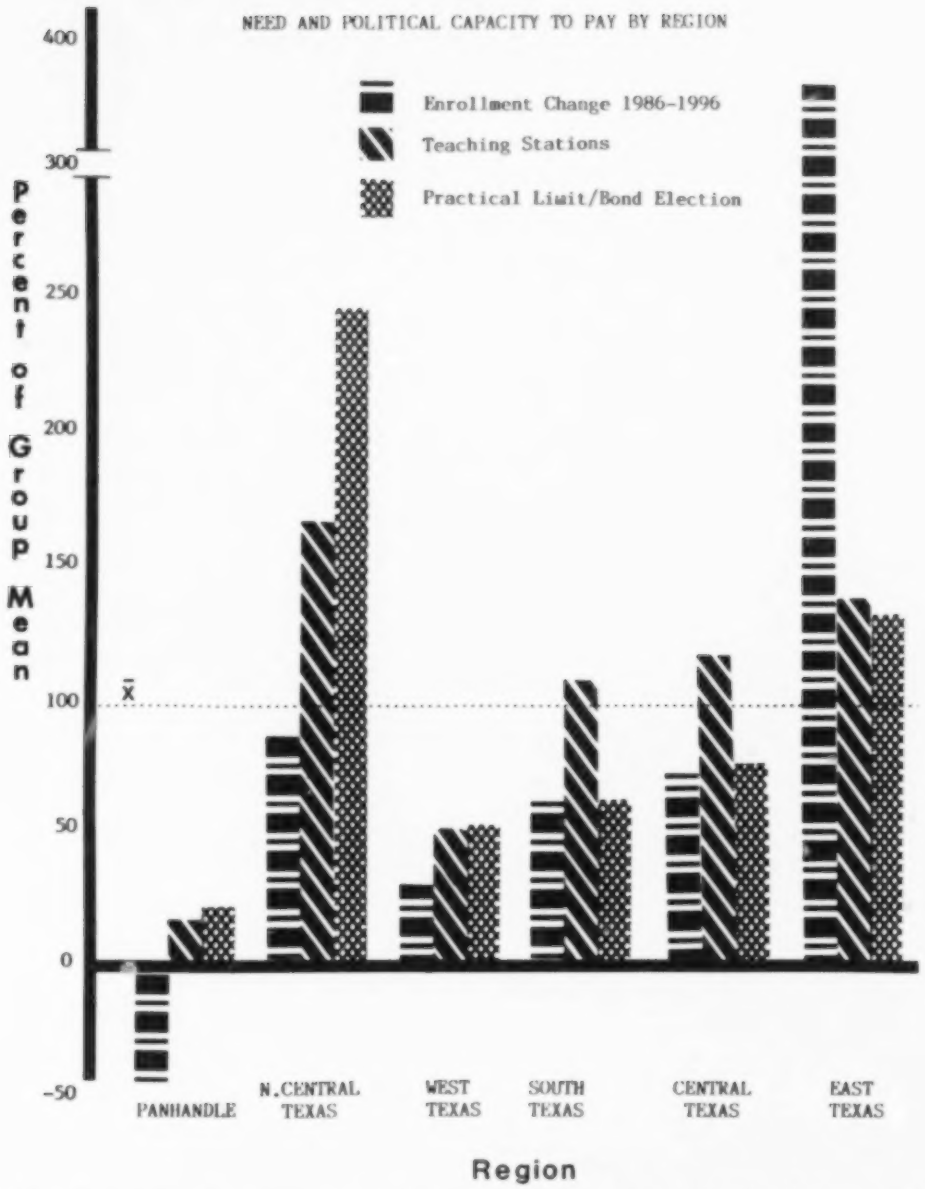
In Figure 4, data are presented by ISD type. Data regarding the practical limit of the amount of bonds voters might approve in urban districts are missing in Figure 4 because urban respondents did not supply those data.

There are some interesting observations about Figure 4. The shapes of the graphs for enrollment projections, teaching stations needed, and estimated passable bonds are somewhat similar. Enrollment projection in Suburban/Fast Growing is the major exception. It seems that (by ISD type) the projected enrollment and facilities and ability to pass bonds issues are rather similar. Thus, it appears the facility needs and ability to pay are rather equal across district type.

The exception noted above is the considerable discrepancy between the practical limit of bonds, the total planned teaching stations, and the enrollment projections in fast growing suburban ISDs. It is assumed that if

FIGURE 3

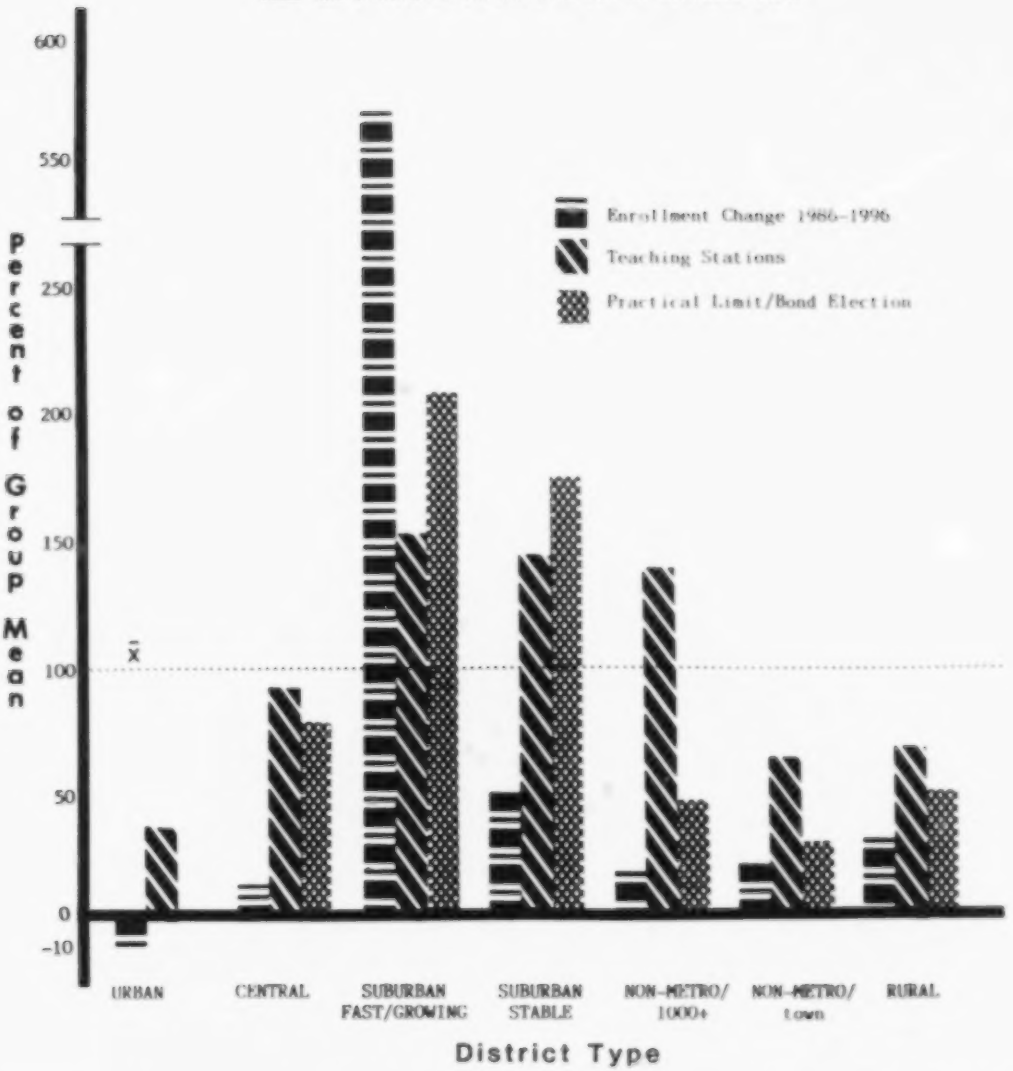
NEED AND POLITICAL CAPACITY TO PAY BY REGION



Each bar represents the percent of the group mean in that variable (i.e., teaching stations) for that category (i.e., North Central Region, South Texas), thus one can visualize the relationship to the group mean of the respective variable.

FIGURE 4

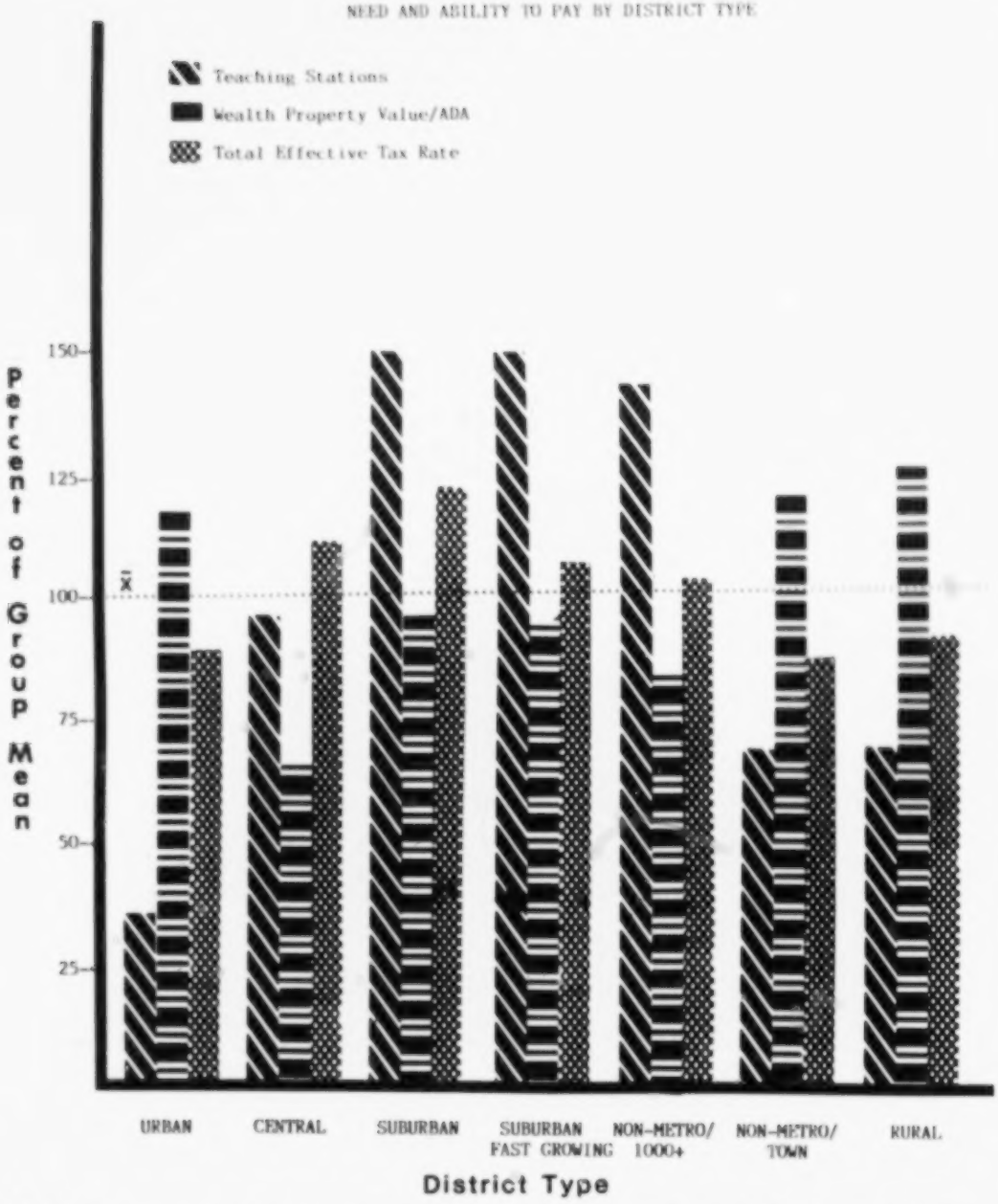
NEED AND POLITICAL CAPACITY TO PAY BY DISTRICT TYPE



Each bar represents the percent of the group mean in that variable (i.e., teaching stations) for that category (i.e., North Central Region, South Texas), thus one can visualize the relationship to the group mean of the respective variable.

FIGURE 5

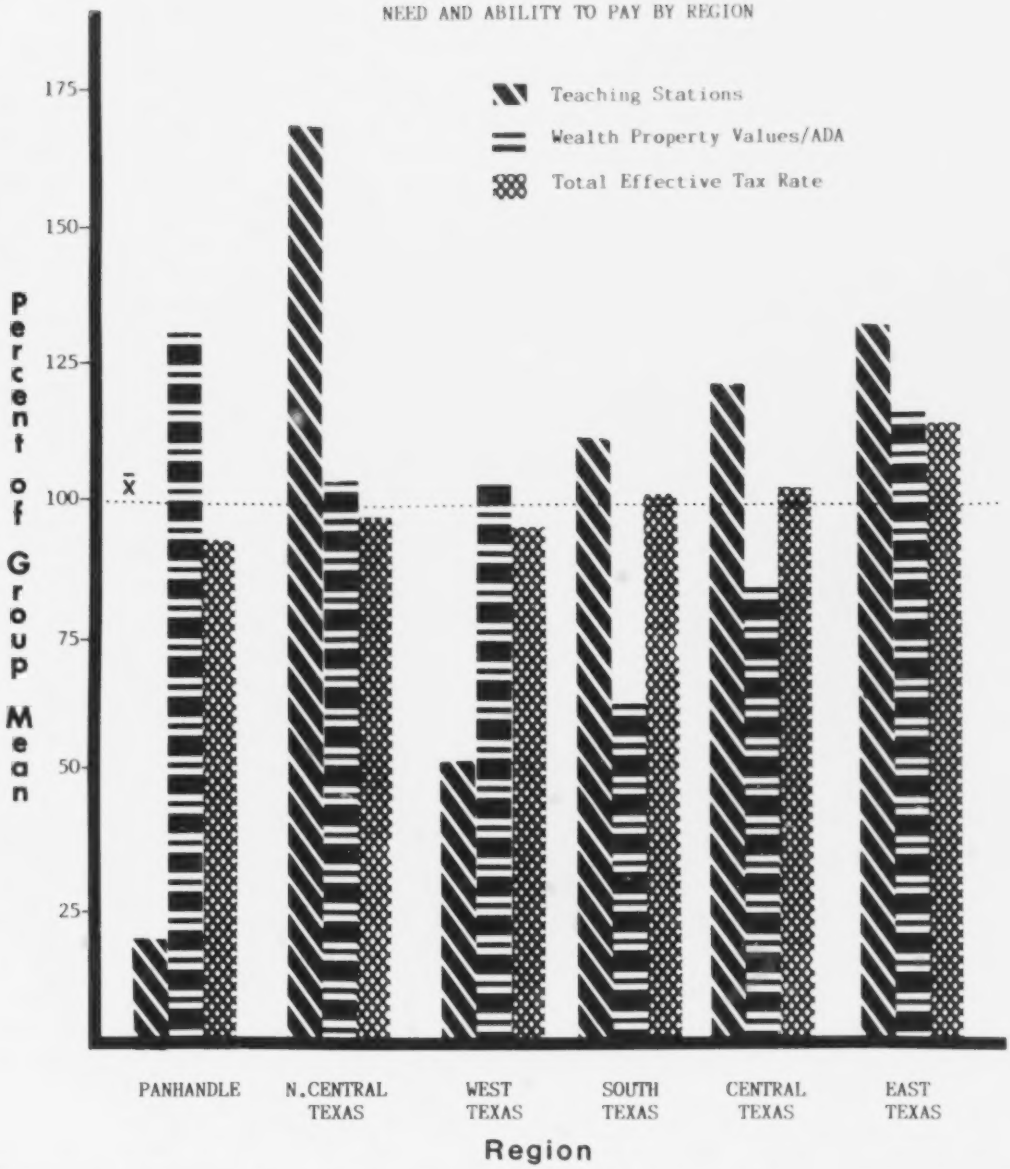
NEED AND ABILITY TO PAY BY DISTRICT TYPE



Each bar represents the percent of the group mean in that variable (i.e., teaching stations) for that category (i.e., North Central Region, South Texas), thus one can visualize the relationship to the group mean of the respective variable.

FIGURE 6

NEED AND ABILITY TO PAY BY REGION



Each bar represents the percent of the group mean in that variable (i.e., teaching stations) for that category (i.e., North Central Region, South Texas), thus one can visualize the relationship to the group mean of the respective variable.

TABLE IX

SCHOOL BOND DATA BY DISTRICT AND REGION (CONT)

District Category	Bonded Indebtedness 1985-1986	Legal Limit for Bonded Indebtedness 1985-1986	Percentage of the Legal Limit 1985-1986	Amount of money the voters in the Districts would be willing to support in a Bond Election: Practical Limit	Percentage of the Practical Limit	Dollar Amount of the Bonds that have been passed but not yet issued as of Spring 1986
Urban	$475,684,600 (N=4)	$9,784,755,533 (N=4)	4.9%	--	--	$32,205,000 (N=4)
Central	$276,604,336 (N=22)	$5,853,568,450 (N=22)	4.7%	$305,950,000 (N=15)	6.4%	$40,445,000 (N=19)
Suburban Fast Growing	$1,386,497,713 (N=46)	$9,190,144,926 (N=46)	15.1%	$830,460,000 (N=33)	7.8%	$232,422,000 (N=44)
Suburban Stable	$783,203,413 (N=41)	$8,305,477,423 (N=41)	9.4%	$683,369,083 (N=25)	14.9%	$232,095,100 (N=40)
Non-Metro 1000+	$468,065,631 (N=100)	$4,444,817,681 (N=100)	10.5%	$185,191,290 (N=36)	13.5%	$24,985,000 (N=102)
Non-Metro Town	$118,826,933 (N=113)	$2,095,296,509 (N=113)	5.6%	$120,204,878 (N=57)	13.7%	$8,545,000 (N=110)
Rural	$161,635,794 (N=176)	$1,536,845,309 (N=176)	10.5%	$198,624,296 (N=91)	20.5%	$13,790,000 (N=181)
Total	$3,670,518,420 (N=502)	$41,210,905,831 (N=502)	8.9%	$2,329,799,647 (N=257)	12.2%	$584,487,100 (N=500)
Panhandle	$64,582,921 (N=56)	$1,607,883,818 (N=56)	4.0%	$93,220,000 (N=18)	9.0%	$7,945,000 (N=57)
North Central Texas	$1,322,303,569 (N=105)	$13,400,161,677 (N=105)	10.1%	$990,957,000 (N=63)	15.3%	$226,620,100 (N=95)
West Texas	$166,936,339 (N=27)	$2,886,209,163 (N=27)	5.8%	$220,650,000 (N=11)	13.3%	$45,400,000 (N=27)
South Texas	$389,298,323 (N=70)	$5,300,523,763 (N=70)	7.3%	$251,551,586 N=33)	7.3%	$75,137,000 (N=32)
Central Texas	$270,157,292 (N=97)	$2,179,053,773 (N=97)	12.4%	$306,252,961 (N=54)	21.1%	$46,345,000 (N=104)
East Texas	$1,457,239,976 (N=147)	$15,837,073,637 (N=147)	9.2%	$536,118,000 (N=79)	10.1%	$123,040,000 (N=142)
Total	$3,670,518,420 (N=502)	$41,222,205,831 (N=502)	8.9%	$2,329,799,647 (N=257)	12.2%	$584,487,100 (N=500)

enrollment grows as predicted in fast growing ISDs, so will assessed valuation, the ability to pass bonds, and planned construction. Therefore, one would expect that gap to be operationally reduced as the districts reach their projected growth toward the latter part of the decade.

Figure 3 presents a somewhat different picture, however, when the same data are viewed by region. The South Texas, Central Texas, and, particularly, the East Texas Regions have large discrepancies between their enrollment gain projections, their presently planned teaching stations, and the amount of the bonds they believe they can realistically pass at the local district level. Put another way, if these projections are even nearly a correct picture of the future, the South, Central, and, especially, the East Texas Regions will have problems. Of course, 10-year predictions can often be quite altered by changes in birth rates. These data, however, are cause for concern about the future under present state policy related to school construction. If one takes the total estimate of passable bonds as reported by our sample of 54 percent of all ISDs and divides that figure by .54 (as we have with other data in order to project our sample data to the population), one obtains a 4.3 billion dollars estimate of all passable bonds for the entire state. Estimating a very low possible limit in urban districts, but based on other data in Table IX, one might obtain $300,000,000 of passable bonds in Urban ISDs.

Adding this to the previous total figure of 4.3 billion dollars, one obtains an estimate of passable bonds. That estimate of 4.6 billion dollars of passable bonds is within 20 percent of the 5.4 billion dollars estimated as required to meet projected teaching station needs in the state by 1996. It should be emphasized that these two estimates were obtained independently from one another. It then could be concluded that if one can ignore district type and, particularly regional differences in need and ability to pay data, there are nearly sufficient bonding possibilities within the local districts to meet the facility needs of the state.

Table IX shows the respondents to our survey indicated about 41.2 billion dollars in actual bonded capacity and only 3.7 billion dollars in actual bonded indebtedness. Therefore, 76.3 billion dollars capacity less 6.8 billion dollars of indebtedness leaves a bonded capacity of approximately 70 billion dollars in the state. These figures are of little consequence, however, as the districts who best know the present mood of their voters say they can only pass an additional 4.3 billion dollars in bonds, given the present legal structure and political climate.

Present bonds passed, but not issued (Table IX), will not be of much help. Projecting that figure to the population suggests approximately 1 billion dollars, statewide, in passed but unissued bonds. This 1 billion

dollars happens to be the approximate difference between the needed 5.4 billion dollars needed and the 4.3 billion dollars in the practical limit of passable bonds. Aside from the fact that these unissued bonds may be in districts with the least need, they only make up a little less than the discrepancy between the 4.3 billion dollars in passable bonds and the 5.4 billion dollars of statewide need. That amount could exist in the unreported Urban districts.

Other problems with the local bonding are, of course, the exceptions noted in Figures 5 and 6. They depict planned teaching stations with total effective tax rate, a measure of tax effort, and property value per ADA, by district type and region, respectively. These data were obtained from the Texas Education Agency.

In Figure 5, one notes a similarity of the patterning of the variables among Suburban/Fast Growing, Suburban/ Stable, and Non-Metro/1000+. These districts appear to have planned more teaching stations, be making a tax effort, and have wealth in about equal ratio relationships. Other district types present a pattern different from these three. Urban districts have planned comparatively fewer teaching stations, are making less effort, and have greater wealth. The rural-like areas (Non-Metro/Town and Rural) have the similar pattern. Quite in contrast, the Central districts are planning relatively more teaching stations, making relatively more tax effort, and finding themselves less able

to pay.

The above data are an unusual set of groupings. Usually Central and Urban districts are thought of as rather similar. These data, however, make them appear much different. Rural districts are considered very different from Urban districts; these data make them look very similar. And, finally, true to the usual assumptions, Suburban (Fast Growing and Stable) and Non-Metro/1000+ appear to be similar. While not a financial study, the data suggest some different considerations of efforts to equalize fiscal opportunity.

Figure 6 presents the same data as Figure 5, except by region rather than district type. For various reasons, the regional presentation of such data is meaningful. Based on such an analysis, the Panhandle and West Texas Regions are in a good position. They project relatively low facility plans, make somewhat below median tax effort, but have a somewhat above the average ability to pay. Contrasted to those regions are South, Central, and East Texas Regions, all of whom exhibit higher than the median planned facilities, above the median tax effort, and (except for the East Texas Region) have below the average ability to pay. The North Central Texas Region stands in a pattern by itself created by its exceptionally high planned facilities. Thus, while this region has what seems to be above satisfactory levels in wealth and effort, its planned facility

construction leaves a considerable gap between that construction and measures of ability to pay. Again, as the projected growth in that Region occurs, creating the need for the planned school construction, its property wealth should increase as well.

In conclusion, while problems exist in meeting the facility needs of the state, those problems do not seem to consistently disadvantage a single region or school district type. Further, within district or regional classes, variations undoubtedly exist. It is at the local district level that the greatest problems and discrepancies in ability to cope with the facility problems will exist. Given the present methods of school construction funding in Texas, some local districts will simply not be able to meet their facility needs adequately. The system of public education via local school districts, which is to be cherished for many reasons, does, nevertheless, create some difficulties. These can be worked out, however, without depreciating the virtues of locally controlled public education in Texas.

Categorical Breakdown of Buildings

By "categorical breakdown" (Tables XIV and XV, pp. 85-86), the Center study intended to present a picture of the diversification of types of school facilities in Texas (i.e., permanent vs. temporary vs. leased, and those which are jointly used or shared by other agencies or organizations). Overall less than one percent of the school

facilities in Texas are leased, and less than 1 percent are jointly owned with other agencies.

There are exceptions to the above generalization. The South Texas Region respondents reported between approximately one percent and two percent leased buildings across all school building types, except for K-12 buildings. This exception hardly seems operationally significant but is a slight deviation in the data by region. A second, and more significant, variation is that approximately 12 percent of the West Texas Region respondents reported some joint or shared ownership of their high school buildings, and a little over 19 percent of the South Texas Region respondents reported joint or shared ownership of other facilities (probably recreational buildings and auditoriums housed in separate "other" buildings). While the actual number of facilities shared by these South and West Texas Region ISDs is relatively small (both categories total only 25 buildings), it does represent a significantly different school/community relationship.

In general, it seems that the vast majority of school facilities in Texas are owned (as opposed to leased) by Texas ISDs regardless of region. The clear majority are permanent (from 73 percent to 92 percent across building types) rather than temporary (from 25 percent to 6 percent across building types). This seems to be good news in the long run. Temporaries may be less expensive initially, but

they cost more to maintain and generally, have a shorter structural life expectancy than permanent structures. This tendency toward permanent rather than temporary structures seems desirable to maintain.

The low reported incidence of leased buildings, which probably relates in some fashion to lease/purchase arrangements, seems to indicate a reluctance on the part of Texas ISDs to utilize that form of paying for school facilities.

Shared and Joint Use of School Facilities

The question of joint or shared ownership of school facilities has already been addressed. Tables X, XI, and XII indicate shared/joint use of school facilities in Texas as reported by our respondent campuses. These data describe those districts that reported some shared or joint use of specific facilities (i.e., libraries). One district might have four libraries and share one with the community. Another, having four, may share all four. Each is reported in Tables X and XI as a district sharing library space (i.e., each is tallied as one in the "yes" column).

On pages 24-25, describing the data in Tables XIV and XV, it was reported that less than one percent of all school facilities are shared or jointly owned. Tables X and XI, however, tell a somewhat different story. Although the shared ownership of total facilities is low, the percent of

TABLE X

SHARED/JOINT FACILITY USE BY DISTRICT TYPE (CONT)

Currently Utilized in District

District Category	Library N	Yes	%	Auditorium N	Yes	%	Classrooms N	Yes	%	Cafeteria N	Yes	%	Gymnasium N	Yes	%	Swimming Pool N	Yes	%	Other Rec. Facilities N	Yes	%
Urban	4	1	25.0	--	--	---	4	2	50.0	--	--	---	4	1	25.0	4	1	25.0	--	--	---
Central	22	2	9.1	22	5	22.7	22	3	13.6	22	1	4.1	22	5	22.7	22	7	31.8	22	7	31.8
Suburban Fast Growing	48	2	4.2	48	8	16.7	48	4	8.3	48	6	12.5	48	7	14.6	48	7	14.6	48	8	16.7
Suburban Stable	42	8	19.0	42	6	14.3	42	9	21.4	42	8	19.0	42	11	26.2	42	5	11.9	42	4	9.5
Non-Metro 1000+	107	10	9.3	107	18	16.8	107	12	11.2	107	14	13.1	107	17	15.9	107	4	3.7	107	13	12.1
Non-Metro Town	127	22	17.3	127	32	25.2	127	19	15.0	127	27	21.3	127	24	18.9	127	1	0.8	127	15	11.8
Rural	224	58	28.9	224	38	17.0	224	50	22.3	224	62	27.7	224	54	24.1	224	3	1.3	224	18	8.0
Total	574	103	18.0	570	107	19.1	574	99	17.2	570	118	21.0	574	119	21.0	574	28	5.1	570	65	11.4

Planned (Additional and/or New)

Urban	--	--	---	--	--	---	--	--	---	--	--	---	4	1	25.0	--	--	---	--	--	---
Central	--	--	---	--	--	---	--	--	---	--	--	---	--	--	---	--	--	---	22	1	4.5
Suburban Fast Growing	--	--	---	48	1	2.1	48	1	2.1	--	--	---	--	--	---	48	3	6.3	48	1	2.1
Suburban Stable	42	2	4.8	42	2	4.8	42	3	7.1	42	3	7.1	42	2	4.8	42	1	2.4	--	--	---
Non-Metro 1000+	107	3	2.8	107	1	0.9	107	4	3.7	107	3	2.8	107	2	1.9	--	--	---	107	2	1.9
Non-Metro Town	127	5	3.9	127	3	2.4	127	9	7.1	127	6	4.7	127	4	3.1	--	--	---	127	1	0.8
Rural	224	12	5.4	224	2	0.9	224	19	8.5	224	11	4.9	224	8	3.6	224	1	0.4	224	1	0.4
Total	500	22	4.4	548	9	1.6	548	36	6.6	500	23	4.6	504	17	3.4	314	5	1.6	528	6	1.1

Possible Future Consideration

Urban	--	--	---	--	--	---	--	--	---	--	--	---	--	--	---	--	--	---	--	--	---
Central	--	--	---	22	1	4.5	--	--	---	--	--	---	22	1	4.5	--	--	---	22	1	4.5
Suburban Fast Growing	48	3	6.3	48	5	10.4	48	3	6.3	48	1	2.1	48	4	8.3	48	3	6.3	48	4	8.3
Suburban Stable	42	2	4.8	42	1	2.4	42	2	4.8	42	1	2.4	42	2	4.8	42	2	4.8	--	--	---
Non-Metro 1000+	107	4	3.7	107	3	2.8	107	3	2.8	107	3	2.8	107	4	3.7	107	5	4.7	107	3	2.8
Non-Metro Town	127	5	3.9	127	4	3.1	127	10	7.9	127	7	5.5	127	7	5.5	127	3	2.4	127	6	4.7
Rural	224	9	4.0	224	10	4.5	224	16	7.1	224	10	4.5	224	8	3.6	224	1	0.4	224	4	1.8
Total	548	23	4.2	570	24	4.2	548	34	6.2	548	22	4.0	570	26	4.6	548	14	2.6	528	18	3.4

TABLE XI

SHARED/JOINT FACILITY USE BY REGION (COQ)

Currently Utilized in District

Region Category	Library N	Yes	%	Auditorium N	Yes	%	Classrooms N	Yes	%	Cafeteria N	Yes	%	Gymnasium N	Yes	%	Swimming Pool N	Yes	%	Other Rec. Facilities N	Yes	%
Panhandle	64	14	21.9	64	14	21.9	64	15	23.4	64	16	25.0	64	16	25.0	64	--	---	64	11	17.2
North Central	111	18	16.2	111	16	14.4	111	16	14.4	111	21	18.9	111	23	20.7	111	9	8.1	111	15	13.5
West Texas	29	4	13.8	29	6	20.7	29	4	13.8	29	4	13.8	29	5	17.2	29	3	10.3	29	4	13.8
South Texas	86	17	19.8	86	17	19.8	86	18	20.9	86	22	25.6	86	18	20.9	86	6	7.0	86	8	9.3
Central Texas	123	25	20.3	123	26	21.1	123	25	20.3	123	28	28.8	123	28	28.8	123	5	4.1	123	13	10.6
East Texas	161	25	15.5	161	28	17.4	161	21	13.0	161	27	16.8	161	29	18.0	161	5	3.1	161	14	8.7
Total	574	103	18.0	574	107	18.6	574	99	17.2	574	118	21.1	574	119	21.0	574	28	5.1	574	65	11.3
Planned (Additional and/or New)																					
Panhandle	64	5	7.8	64	1	1.6	64	3	4.7	64	2	3.1	64	2	3.1	64	--	---	64	--	---
North Central	111	9	8.1	111	2	1.8	111	8	7.2	111	7	6.3	111	8	7.2	111	3	2.7	111	2	1.8
West Texas	29	1	3.4	29	--	---	29	1	3.4	29	1	3.4	29	1	3.4	29	--	---	29	1	3.4
South Texas	86	1	1.2	86	--	---	86	7	8.1	86	2	2.3	86	1	1.2	86	--	---	86	--	---
Central	123	4	3.3	123	5	4.1	123	9	7.3	123	7	5.7	123	3	2.4	123	1	0.8	123	3	2.4
East Texas	161	2	1.2	161	1	0.6	161	8	5.0	161	4	2.5	161	2	1.2	161	1	0.6	161	--	---
Total	574	22	3.8	574	9	1.6	574	36	6.3	574	23	4.0	574	17	3.1	574	5	1.1	574	6	1.0
Possible Future Consideration																					
Panhandle	64	2	3.1	64	2	3.1	64	2	3.1	64	3	4.7	64	2	3.1	64	--	---	64	1	1.6
North Central	111	6	5.4	111	6	5.4	111	6	5.4	111	4	3.6	111	6	5.4	111	4	3.6	111	5	4.5
West Texas	29	--	---	29	--	---	29	--	---	29	--	---	29	1	3.4	29	--	---	29	--	---
South Texas	86	5	5.8	86	6	7.0	86	7	8.1	86	3	3.5	86	6	7.0	86	4	4.7	86	4	4.7
Central Texas	123	6	4.9	123	6	4.9	123	10	8.1	123	8	6.5	123	5	4.1	123	4	3.3	123	3	2.4
East Texas	161	4	2.5	161	4	2.5	161	9	5.6	161	4	2.5	161	6	3.7	161	2	1.2	161	5	3.1
Total	574	23	4.0	574	24	4.2	574	34	6.0	574	22	4.0	574	26	5.0	574	14	2.4	574	18	3.14

TABLE XII

SCHOOL BUILDING UTILIZATION BY DISTRICT TYPE (SCI)

FOR SCHOOL INSTRUCTION AND ACTIVITIES

	During Normal School Hours Regular School Year				Before and/or After Normal School Hours Regular School Year						Weekends and/or Holidays Calender Year						Summer Utilization (Monday - Friday)					
	50-70%		80-100%		0-30%		40-70%		80-100%		0-30%		40-70%		80-100%		0-30%		40-70%		80-100%	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Urban	1	0.6	162	99.4	125	87.4	17	11.9	1	0.7	122	97.6	1	0.8	2	1.6	79	59.0	34	25.4	21	15.7
2. Central	2	1.1	164	98.8	122	68.5	25	15.8	11	7.0	119	95.2	4	3.2	2	1.6	103	72.0	26	18.2	14	9.8
3. Suburban Fast Growing	4	2.2	178	97.8	137	79.7	26	15.1	9	5.2	134	95.7	2	1.4	4	2.9	128	83.7	18	11.8	7	4.6
4. Suburban Stable	5	2.4	207	97.6	158	82.3	24	12.5	10	5.2	149	96.1	3	1.9	3	1.9	140	83.3	16	9.5	12	7.1
5. Non-Metro 1000+	2	0.7	279	99.3	213	83.2	29	11.3	14	5.5	198	94.3	7	3.3	5	2.4	185	82.2	29	12.9	11	4.9
6. Non-Metro Town	7	4.1	162	95.9	130	81.3	22	13.7	8	5.0	121	93.8	5	3.9	3	2.3	122	94.6	6	4.7	1	0.8
7. Rural	4	2.6	147	97.4	105	75.0	22	15.7	13	9.3	106	92.2	8	7.0	1	0.9	109	91.6	9	7.6	1	0.8
Total	25	1.9	1299	98.1	990	81.1	165	13.5	66	5.4	949	95.0	30	3.0	20	2.0	866	80.9	138	12.9	67	6.3
	0-20%		30-50%		FOR COMMUNITY USE																	
1. Urban	112	92.6	9	7.4	125	87.4	17	11.9	1	0.7	129	95.6	4	3.0	2	1.5	110	85.9	11	8.6	7	5.5
2. Central	114	96.6	4	3.4	138	93.9	8	5.4	1	0.7	137	99.3	1	0.7	-	-	118	93.7	7	5.6	1	0.8
3. Suburban Fast Growing	126	96.9	4	3.1	157	90.2	15	8.6	2	1.1	158	96.3	3	1.8	3	1.8	140	94.0	9	6.0	-	-
4. Suburban Stable	143	98.6	2	1.4	177	90.8	15	7.7	3	1.5	161	95.8	4	2.4	3	1.8	152	96.2	2	1.3	4	2.5
5. Non-Metro 1000=	183	93.8	12	6.2	232	91.7	17	6.7	4	1.6	214	94.7	8	3.5	4	1.8	196	92.5	11	5.2	5	2.4
6. Non-Metro Town	111	95.7	5	4.3	137	89.0	11	7.1	6	3.9	123	92.5	7	5.3	3	2.3	115	97.5	2	1.7	1	0.6
7. Rural	100	96.2	4	3.8	130	93.5	8	5.8	1	0.7	113	93.4	7	5.8	1	0.8	115	96.6	3	2.5	1	0.8
Total	889	95.7	40	4.3	1096	91.0	91	7.6	18	1.4	1035	94.4	34	3.1	16	1.5	946	93.7	45	4.5	19	1.8

districts reporting some shared/joint use of facilities is much higher ranging from 5.1 percent doing some sharing of swimming pools to a high of 21 percent sharing cafeteria space and gymnasiums. The Panhandle region leads the state in shared/joint use, reporting shared use above the state average in all but one category, swimming pools.

Data about planned buildings intended for shared/joint use, reported in Tables X and XI, are difficult to interpret. The highest single category reported, that of planned construction for shared use, is the classroom with 6.6 percent of respondent districts reporting classrooms planned for joint use. Planned construction for shared use is reported lower than current shared utilization in all categories. More than likely, not all reporting districts are presently planning some new construction in every area (i.e., libraries). Thus, if only 1/3 of the districts reporting in the Panhandle Region are planning new libraries, then of the 64 reporting, only 21 would be planning to build a library, and approximately 24 percent of those would be planned for shared use instead of the apparent 7.8 percent. The data are not available to make an analysis of this question. Some situation, such as the one speculated above, probably accounts for the overall lower reporting of shared use of planned construction.

Although the sample is small, it is interesting to note that Central ISD types (and those Urban categories

reporting) show a larger percentage of shared use than any other type districts (Table X). This is somewhat surprising in light of the problems of open buildings in such districts. Suburban/Fast Growing and Rural district types also reported shared use somewhat above the average. In addition to the Central Office Questionnaire (COQ), school campus administrators reported on the shared use of their buildings. The top segment of Table XII describes the percent of building capacity used for instruction during normal school hours, before/after normal hours, weekends and holidays, and during summers, in that order. Table XII, reports the actual percent of shared use per campus responding. These data, therefore, can be more easily analyzed.

According to building administrators, additional instructional facility needs during normal school hours cannot be met by increasing the effective utilization of present space. Present space is used for instruction, during normal school hours, at nearly 100 percent of capacity in all district types. Only Non-Metro/Town districts, as a general type, reported any usable amount of under utilized space during the normal school day, and that is only 4.1 percent, hardly enough to make any impact on the facility needs projected above.

Extending the school day, multiple sessions, extending the school week, and extending the school days per year, all

appear to be possible and partial solutions to the facility problems. As noted above, such extended use will not be without cost.

If school facilities are used 98 percent of capacity for instruction during normal school hours, it would be difficult to provide much shared community use during those hours. More than 95 percent of the respondent principals reported 0-20 percent community use during normal school hours. We suspect that almost no shared use during school hours is the norm.

After normal school hours, weekends, and summer use is another matter, however. During such times, there is a minimum of community use of school facilities, but there is time available to be shared. Ninety-one percent of the principals reported between 0-30 percent utilization before or after normal hours, and 93.7 percent reported between 0-30 percent utilization during the summers. Actually, 30 percent utilization of an entire facility during such times would be an accomplishment and probably represents some sort of summer or tutoring instructional activity. Recreational community use could hardly account for more than 30 percent utilization of an entire facility. Based on the data, there are undoubtedly many campuses with almost no facility utilization during non-school periods.

Of some surprise, rural-type districts did not report high percentages in most shared use categories. They did,

however, report twice the utilization during after school hours. As opposed to other district types, Urban and Central districts reported two to five times the utilization during summers This summer use is likely accounted for by summer recreation programs and instructional summer schools in Urban and Central districts.

Perhaps communities will not, or cannot, afford expanded school programs. This very likely accounts for much of the under utilized time. In any case, school facilities in Texas, as in most states, are given very limited use, except during normal school hours and for normal school instructional activities. If that pattern is changed, it will surely cost more money, although it may contribute to solving problems such as day care and care of "latchkey kids."

Findings and Implications

Based on the data collected from 574 ISDs, 5,726 school campuses, 112 site surveys, and 270 Southern Association of Schools and Colleges Self Surveys, the following are the findings of this study:

Finding #1: Between 1986 and 1996, the school-age population in Texas will grow approximately 33 percent or about 1,114,179 pupils requiring 37,139 additional teaching stations at a cost of 2.1 billion dollars.

Finding #2: Additional space needed due to H.B. 246 and H.B. 72 requires another 32,903 teaching stations by 1996 at

a cost of 1.8 billion dollars.

Implication I: Discounting quality of facilities, it will require approximately 3.9 billion dollars of additional statewide expenditure to house the school population of Texas in 1996 due to increased population and present state mandates.

Finding #3: A total of 5,309 classrooms will become obsolete between now and 1996, and an additional 12,406 will be structurally "below average." Add to these figures an additional 10,007 teaching stations needed to replace facilities that will be educationally inadequate, and one finds a need for 27,722 additional classrooms by 1996 to replace obsolete, structurally below average and/or educationally inadequate facilities at an additional cost of approximately 1.5 billion dollars.

Implication II: If all school age children in Texas are to be housed by 1996 in school facilities which are neither obsolete, structurally below average, nor educationally less than adequate, the total cost to the state will be 5.4 billion dollars.

Finding #4: The vast majority of school facilities in the state are permanent, school district owned facilities.

Implication III: The above trend probably indicates a conservative fiscal practice which saves the state money in the long run as permanent structures tend to cost less to maintain and last longer than temporary structures. The

owned rather than leased buildings probably tend to save long range costs, as no tax write-offs are necessary or possible as there are in private organizations.

Finding #5: While school facility needs differ across region and district types, the data do not suggest that any single region or district type is the sole recipient of all the inequities within the state.

Finding #6: There are differences in present tax effort, bonded capacity used, and the amount of bonds incumbent superintendents think can be passed across region and district types.

Implication IV: The school facilities problem in Texas is a state-wide problem and probably should be addressed in some state-wide fashion. Many states participate in school facility construction. Given the magnitude of the problem for Texas within the next decade, it is probably time for the Texas to consider its options.

Finding #7: Joint or shared use (between the school and community groups) of school facilities (i.e., libraries, gymnasiums) is limited, ranging from 5-25 percent by type of facility across district type and region.

Finding #8: School facilities are presently used 98 percent of capacity during normal school hours.

Finding #9: The opportunity to share school facilities during after school hours, weekends, and during summer months is extensive and presently under utilized.

Implication V: One cannot abrogate the need for additional school facilities simply by better utilization of present facilities during normal school hours. Further, based on the data regarding the "below adequate" condition of many school facilities, extending the use of present facilities (through 12-month school and multiple sessions) in an effort to reduce construction needs appears counterproductive. It will increase present maintenance costs greatly and reduce the facility life. Such a plan will probably only postpone the cost of facility construction and renovation. A plan to postpone the cost of needed facilities will possibly increase the final cost.

Implication VI: In spite of the above, the shared use of certain portions of the school building (between schools and other community agencies) seems realistic. Such use should not place an inordinate burden on the total facility and should, at the same time, greatly increase community good will. Areas such as cafeterias, auditoriums, gymnasiums, swimming pools, and libraries provide examples of opportunity for such partial facility sharing. Activities such as recreation, day care, "latchkey kid" supervision, tutoring, club meetings, adult instruction, etc., might serve needs in portions of the community presently not being served by the schools (i.e., retired persons, younger adults without children). These activities, however, do cost money, although the amount can often be minimized through

the use of volunteer help. It must be recognized that increasing school use, while certainly a worthy goal, will cost money. Of particular interest as a possibility of school sharing a resource with the community (particularly in small communities) is the school library. A single library holding could be larger and more comprehensive than two separate holdings and be housed more inexpensively in a single facility. Yet only 18 percent of the respondents noted such shared use of libraries.

Summary of Findings and Implications

The data collected in this study and presented in this monograph may seem overwhelming. The conclusion is rather straightforward, however. School facilities in Texas will present a major problem, during the next decade. The problem is a state problem, and it will probably require state, as opposed to only local district, resources to produce an adequate solution.

Although this study was not charged with developing solutions, options for a state solution are available. They include state guarantee of locally issued bonds, state assistance to local districts in facility planning and management, and state participation in funding the cost of facilities (ranging from total cost to some ratio of total cost of the facility). Ratios may be as simple as 1:4 across all districts regardless of ability to pay, or

develop some formula based on ability to pay, treating different districts in different fashions.

While analyses in this Center study do not suggest any systematic disadvantage in the scope of the facility needs or the ability to pay, either across regions, areas, or district types, it seems clear that some districts will have a greater problem than others. It is this fact that makes the facility problem a state rather than a local district problem. While it is clear from these data that sufficient bonded capacity rests within the total local districts of the state, and even the political possibility of passing sufficient bonds exists, it is also clear that those capacities and needs are not always even across all districts. Although not asked for recommended solutions to the facility needs, the Center for Policy Studies and Research in Elementary and Secondary Education at East Texas State University stands ready to assist the Legislature in developing solutions if they desire.

Self-Evaluation Study Data

This section is based on responses to the School Campus Inventory request for the Southern Association of Colleges and Schools Self-Evaluation Study, Chapter 8, School Facilities. Two hundred seventy campus administrators responded to this request. They fell within the following five categories: primary/elementary, 104; middle/intermediate/junior high, 49; secondary schools, 100; and

district, 17.

Common Problems

Some problems were common to every category although not every campus. These included: need for additional storage areas for educational supplies and media centers, teacher work areas and conference rooms presently being utilized as classrooms, lack of landscaping and the provision of adequate pathways and walkways that do not create safety problems, and inadequate or absent air conditioning and heating units.

Primary/Elementary Category

Classrooms were overcrowded. High enrollment often prevented meeting the 22:1 mandate resulting in waivers requests. Inadequate (some unsafe) playground facilities and an absence of indoor play areas for inclement weather were of great concern. General maintenance and repair of aging facilities needed to be upgraded including attention to cracking foundations, and painting both indoors and outdoors. Furthermore, electrical wiring needed not only repair but upgrading to meet additional computer classroom utilization needs. Space to isolate sick children was inadequate for the size of the school population. The lack of rest rooms for male faculty was also noted.

Middle/Intermediate/Junior High Category

Most pressing in this category was the overcrowded classroom situation. Here also, the need for electrical wiring repair and upgrading electrical capacity was also noted. Physical education facilities were often recognized as inadequate. Lack of proper ventilation was often specifically cited regarding the indoor physical education facilities. Ventilation was also cited as a problem in shops and science labs. Student rest rooms were inadequate due to lack of maintenance as well as additional student use. Covered walkways from one building to another on multi-unit campuses were lacking or insufficient to protect students. Facilities for specific subject areas including rooms for shop, science, computers, and the arts (music, drama, band, and art) were often noted as inadequate or absent.

Secondary Schools

Plant facility problems of greatest need included classroom space as well as improved air conditioning and heating. Again, special facilities for shops, science, computers, and the arts (music, drama, band, and art) were of immediate concern. The physical education facilities, both indoor and outdoor, were specifically noted as needing improvement either being enlarged or adding facilities. Total building renovation was often noted as was general maintenance including repairs of walls, plumbing, and

restrooms. Ventilation for science labs, shops, and laboratories was frequently mentioned as inadequate. In many instances, handicapped facilities were totally lacking. Inadequate nurses' areas and/or clinic facilities were also noted.

District-Wide Category

Space for classrooms and health clinics was clearly inadequate on many of the campuses reporting. Offices for support staff and personnel were either lacking or inadequate. Older buildings needed constant renovation and maintenance including electrical wiring repairs and upgrading for computer usage and technically oriented curriculum. Ventilation for shop areas, science laboratories, and gymnasiums needed improvement. Handicapped facilities were often either totally lacking or inadequate to meet the needs of the population.

General Respondent Comments

A total of 561 respondent comments on the COQ and SCI surveys were read, categorized, and analyzed. These reinforced the comments gleaned from the self surveys reported above and the on-site evaluator comments.

On-site evaluators were somewhat surprised by the wide and varied range of safety conditions that they found in the schools they surveyed. No school evaluated had a sprinkler system. Only one school had smoke detectors. In most

cases, there were no emergency lights and often inoperative or absent lighted exit signs. Communication systems usually made it difficult for a teacher to quickly report a fire in a classroom. Such conditions probably result from the lack of a state safety code for school facilities.

Additionally, and commensurate with comments above, on-site evaluators thought the "flat roof situation" was a major problem unless the roof had been replaced with new materials within the last few years. Health and counselor space as well as storage and work space for teachers' use was often below adequate. Many areas were without air conditioning which greatly limited instructional adequacy during several months. In other words, in addition to the general problems of structural and educational adequacy discussed in the major section of this monograph, there are a multitude of specific problems contributing to those conditions.

DESIGN AND METHOD OF STUDY

Instrumentation

The Central Office Questionnaire (COQ)

The Central Office Questionnaire was designed to obtain specified information from the Independent School Districts so that a facilities profile of each district could be portrayed. A returned questionnaire contained data concerning the following as reported by appropriate central office staff:

1. The school district setting.
2. District-wide enrollment trends and estimated projected enrollment.
3. Kinds of school facilities (i.e., total number of buildings with instructional space, categorical breakdown of school buildings [permanent/district owned, temporary/ district owned, leased or rented by district, and shared or joint occupancy with other institutions], and general physical/ structural condition of buildings. A five-point scale was provided to evaluate the physical/ structural condition of buildings).
4. Educational adequacy of school facilities (i.e., how the school buildings in each school district are serving the desired educational program). A

five-point scale was provided to indicate the degree of adequacy of each school building.

5. Additional instructional spaces/classrooms/teaching stations needed in districts created by the implementation of H.B. 246 and H.B. 72.
6. Anticipated additional school facilities construction (i.e., number of new classrooms and/or teaching stations needed to accommodate additional enrollment and needed as replacements of obsolete facilities).
7. General building deficiencies prevalent in school districts.
8. Financial information (i.e., the current amount of bonded indebtedness, amount of money the voters in each school district would be willing to support in a bond election, dollar amount of the bonds that have been passed but not yet issued as of Spring 1986, and the amount of money the respondent felt might pass if a bond referendum were proposed to the voters.)
9. Additional or new site acreage needed in each school district to meet the demands in (1) educational reform and (2) increased enrollment.

The School Campus Inventory (SCI)

The School Campus Inventory (SCI) was designed to identify specific problem areas in school facilities in

order to develop a comprehensive view of the current status of Texas school buildings. It consists of the following items as reported by the building principal or designate:

1. Total campus enrollment.
2. Grades housed on campus.
3. Total number of teachers on campus.
4. School building overview (i.e., the building's age [in years], student capacity, number of teaching stations, and the ratings which best describe the physical condition of: the main campus building, the permanent additions to the main campus buildings, and the temporaries or relocatables as reported on a five-point scale).
5. Instructional space needed: (1) how many additional teaching stations are needed, and (2) what kinds of additional teaching stations are needed?
6. School building utilization (i.e., overall daily utilization of space in school campus buildings: [1] during normal school hours [regular school year][2] before and/or after normal school hours [regular school year], [3] weekends and/or holidays [calendar year], [4] summer utilization [Monday-Friday] for school instruction and activities and for community use).
7. Educational adequacy of instructional space. A

five-point scale was provided to rate the educational adequacy of: (1) general classrooms, (2) library, (3) computer labs, (4) science labs, (5) physical education facilities, (6) language labs, (7) shops, (8) music, (9) art, (10) speech and drama, (11) home making, (12) business, and (13) special education rooms.

8. Health and safety conditions included general classrooms, library, computer labs, science labs, physical education facilities, language labs, shops, music, art, speech and drama, home making, business, special education, and nursing facilities. This section also elicits an estimation of the cost of overcoming unacceptable health and safety conditions.

On-site Facility Instrument

Dr. Harold Hawkins, professor in the Department of Educational Administration at Texas A & M University conducted a one-day workshop at East Texas State University to train on-site facility study evaluators in the use of his Guide for School Facility Appraisal (1986). This Guide has been adopted and published by the Council of Educational Facilities Planners, International, Columbus, Ohio. Reliability among appraisers was developed during the workshop.

The precise details of how and where sites visited were planned. A map delineating the general areas visited by each coordinator was prepared. The evaluators used Hawkins' guide as the means for rating school facilities in terms of general condition and ability to serve the educational program of the school.

The Guide for School Facility Appraisal (1986) was selected as meeting the need for a comprehensive, valid instrument to measure the quality and educational effectiveness of school facilities. It provided for the collection of the following data:

1. Building data record.
2. The school site: location, site, and potential.
3. Structural and mechanical features: structural, mechanical/electrical.
4. Plant maintainability.
5. School building safety: site safety, building safety, emergency safety.
6. Educational adequacy: academic learning areas, special learning areas, support space.
7. Environment for education: exterior environment, interior environment.

The instrument uses an additive scoring method, with each item having a maximum number of allowable points. A total of 1,000 points was distributed among 6 major sections:

Section	Maximum Points
1. The School Site	100
2. Structural and Mechanical Features	200
3. Plant Maintainability	100
4. School Building Safety	200
5. Educational Adequacy	200
6. Environment for Education	200

Each "section" was considered in the following terms: Non-existent, Very Inadequate, Poor, Borderline, Satisfactory, and Excellent. These data were collected by the on-site evaluators. One hundred fifteen school campuses were evaluated in this fashion and the data returned to the Center for Policy Studies for recording and data analysis.

Data Collection Procedures

Two weeks prior to mailing the questionnaire, an introductory letter explaining the survey was mailed. That letter was sent to all of the 5,726 school campuses found on the TEA listing. A copy of the school's School Facilities Self Evaluation was also requested at that time.

The first mailing of the Central Office Questionnaire (COQ) was sent to all of the 1,063 Independent School Districts in the state of Texas, using the TEA listing. The COQs were sent to specific individuals in charge of facilities for the district, as noted in the TEA 1985-1986 Directory. A letter explaining the nature of the questionnaire and informing them that school campuses would

be receiving a different survey shortly thereafter was included. The first School Campus Inventory (SCI) was mailed to all of the 5,726 school campuses in the state of Texas as listed by TEA. After approximately 30 days, follow up postcards were sent to all non-responding ISDs and to non-responding school campuses. Twenty days later, a letter and another copy of the COQ were mailed to Urban/Suburban ISDs with enrollment over 6,000 which were under-represented in the initial returns. A second mailing of the School Campus Inventory (SCI) also took place. A sample of the non-responding school campuses for each region was selected. The ISDs in each county were counted for both respondents and non-respondents. The schools in each county were divided into the following categories: 1. High School (10-12), 2. Middle /Intermediate/Junior High (7-9), 3. Elementary (Pre-K-6), and 4. Special Education/ Miscellaneous. Totals of non-respondent/respondent school campuses for each category were calculated for every county; percent of returns were calculated. Categories within a county having a less than 25 percent return rate were sent another letter and a copy of the questionnaire (SCI).

After a month, letters explaining the importance of hearing from the non-respondents and copies of the COQ and SCI were sent to 50 randomly selected ISDs, and 2,000 randomly selected school campuses, respectively. Responses from this group were considered as our "non-respondent"

sample. (End Note 2)

On-site Data Collection

In order to provide a validity check on the data provided by the survey, 112 on-site campus evaluations were conducted by individuals trained at East Texas State University in the use of the "Guide for School Facility Appraisal." Representative school campuses were selected by region and grade level (i.e., elementary, junior high) and Urban/Rural types used in various tables in this study. Data were entered into the IBM/PC computer and placed into an appropriate file enabling a validation check of certain data collected from the mailed survey respondents (i.e., condition of science labs, nursing and counselor spaces, adequacy of instructional space).

Survey of Non-respondents

As noted, an attempt was made to assess the extent to which the respondents to our mail survey were representative of the total school campuses in Texas. The non-respondent group was surveyed resulting in a response from 23 ISDs and 315 school campuses. Those data were entered in a non-respondent file using the same variables used in the respondent sample. A comparison of the non-respondent sample with the respondent sample demonstrated no systematic bias in the respondent sample, thus assuring that the sample could be used to generalize to the population of state

school facilities.

Data Analysis Procedures

The questionnaires provided data about several variables. These variables included administrative site, respondent identification number, demographic information, and questionnaire responses. A code book was developed that identified each of these variables by name and column number to aid in the analysis whereby any one variable could be examined quickly and accurately. Questionnaire responses were transferred into a data file on the IBM/PC system at the East Texas State University Computer Center. A variety of command files were created to process the questionnaire data. Accuracy of the data recording was verified during this stage.

Once the data and command files were completed, the Advanced Statistics Guide (1985) was used to analyze the data. This system provided an efficient, mathematically, and statistically correct treatment of the data. The survey data were subsequently organized and analyzed for each group.

COQ Analyses

In this study, the Independent School Districts were divided into 7 major categories:

1. Major Urban Districts are defined as the largest school districts located within the central city of

each of the state's 6 largest Standard Metropolitan Statistical Areas, (i.e., Austin, Corpus Christi, Dallas/Ft. Worth, El Paso, Houston, and San Antonio). The Average Daily Attendance for these districts range from 37,092 to 175,469.

2. Central City Districts are defined as those districts which are considered by TEA to be the "most central" to the state's remaining SMSAs. Their ADA ranges from 4,046 to 31,834.

3. Suburban/Fast-Growing Districts are generally suburban districts of 1,000 or more "refined" ADA which have at least 10 percent increase in the number of original entries from 1976 to 1981. Also included are some smaller suburban districts which displayed rapid growth for the same period. The ADA of these ISDs ranges from 959 to 39,547.

4. Suburban/Stable Districts are suburban districts which are similar to those in the previous category, but do not demonstrate high ADA growth rates. The ADA ranges from 383 to 34,312 in these districts.

5. Non-Metro/1,000+ ADA Districts include districts which have 1,000 or more refined ADA and which are not included in the previous categories. The ADA in such districts ranges from 998 to 10,650.

6. Non-Metro/Town Districts are districts which have

less than 1,000 ADA and which encompass a town having a population of approximately 1,000 or more. Their ADA ranges from 152 to 1,595.

7. Rural Districts have less than 1,000 ADA and have no central town within their boundaries. Their ADA ranges from 6 to 1,468.

Table XIII:

DIVISION OF ISDs and ADA

District Category	Number of Districts	ADA
Urban	8	37,092-175,469
Central	31	4,046-31,834
Suburban/Fast Growing	87	959-39,547
Suburban/Stable	64	383-34,312
Non-Metro 1,000+	208	998-10,650
Non-Metro/Town	233	152-1,595
Rural	432	6-1,468
TOTAL	1,063	

SCI Analyses

The School Campus Inventory data were analyzed according to the following grade level categories:

1. School buildings that housed the following grades are included in Primary/Elementary category: Pre-K, Pre K-1, Pre-K-2, Pre-K-3, Pre-K-4, Pre-K-5,

Pre-K-6, Grade 1, Grades 1-2, Grades 1-3, Grades 1-4, Grades 1-5, Grades 1-6, Grade 2, Grades 2-3, Grades 2-4, Grades 2-5, Grades 2-6, Grade 3, Grades 3-4, Grades 3-5, Grades 4-6, Grade 4.

2. School buildings that housed the following grades are included in Middle/Intermediate/Junior High category: Grades 4-5, Grades 4-6, Grades 4-7, Grades 4-8, Grade 5, Grades 5-6, Grades 5-7, Grades 5-8, Grade 6, Grades 6-7, Grades 6-8, Grades 6-9, Grade 7, Grades 7-8, Grades 7-9.
3. School buildings that housed the following grades are included in High School category: Grades 7-10, Grades 7-11, Grades 7-12, Grades 8-10, Grades 8-11, Grades 8-12, Grades 9-10, Grades 9-11, Grades 9-12, Grades 10-12, and Grades 11-12.
4. School buildings that housed the following grades are included in Pre-K-12 category: Grades Pre-K-7, Grades Pre-K-8, Grades Pre-K-9, Grades Pre-K-10, Grades Pre-K-11, Grades Pre-K-12, Grades 1-7, Grades 1-8, Grades 1-9, Grades 1-10, Grades 1-11, Grades 1-12, Grades 2-12, Grades 3-12, Grades 4-12, Grades 5-12.
5. School buildings that housed cafeteria, medical center, band, music, special education programs, library, vocational education programs, federal programs, magnet arts, home making, adult education

programs, and other miscellaneous programs are included in other school building category.

Both the COQ and SCI data were examined by various areas in which the ISDs and school campuses are distributed. TEA divides districts into 20 Education Service Center (ESC) regions. In this study, the 20 regions were aggregated further into 6 areas as used in the Lyndon B. Johnson School Study (1984) (Figure 7).

1. Panhandle: Regions 16 and 17
2. North Central Texas: Regions 9, 10, and 11
3. West Texas: Regions 18 and 19
4. South Texas: Regions 1, 2, 3, and 20
5. Central Texas: Regions 12, 13, 14, and 15
6. East Texas: Regions 4, 5, 6, 7, and 8

Respondent Returns

Our population represents 54 percent of the total Independent School Districts and 25 percent of the total school campuses in Texas. In the "non-respondent" category, 23 (2.2 percent) ISDs and 335 (5.9 percent) school campuses responded. The following are the particulars of the study respondents:

FIGURE 7

REGIONAL AREAS OF TEXAS

* CENTRAL OFFICE QUESTIONNAIRE RETURNS (COQ)

District Category		Region Category	
Urban	50 %	Panhandle	48 %
Central	71 %	North Central Texas	56 %
Suburban/Fast Growing	55%	West Texas	64 %
Suburban/Stable	66 %	South Texas	53 %
Non-Metro 1000+	51 %	Central Texas	52 %
Non-Metro/Town	55 %	East Texas	55 %
Rural	54 %		

Of that total 5,726 school campuses in Texas, 1,438 school campuses responded. Of the 1,438 respondents, 175 were Urban school campuses, 179 Central, 195 Suburban/Fast Growing, 233 Suburban/Stable, 312 Non-Metro 1000+, 179 Non-Metro/Town, and 165 Rural.

END NOTES

1. TEA estimated cost per classroom at $59,000/classroom. Based on a 1,156 sq. ft./classroom (including halls, etc.), the cost per square foot would be $51/sq. ft. Using the "average low estimate" of $49/sq.ft. and the 1,156 sq.ft. classroom (including halls and support space), the figure per classroom would be $56,000. That low average cost will be used.

2. The importance of a non-respondent sample rests in the ability to generalize from the sample of respondents to the population. Questionnaires were mailed to the entire population (i.e., all ISDs and all school campuses). The return sample was a self-selected sample, those who chose to respond to our request. It is reasonable to question whether or not that "willingness to respond" constitutes a significant bias in the respondents. Two methods are available to check on such a possibility. The most usual is to check respondents against the non-respondents for certain presumed significant demographic statistics (e.g., region, size, type district). The second method, less used and very important, is to sample that non-respondent group. If data obtained from that group is not significantly different from the respondent group, and if data from the respondent group is also satisfactory, one may be more confident in generalizing to the total population from the respondent sample.

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APPENDIX

TABLE XIV

CATEGORICAL BREAKDOWN OF SCHOOL BUILDINGS BY DISTRICT TYPE (COQ)

Primary/Elementary School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Urban	517	68.7	233	31.0	–	–	2	0.3	752
2. Central	386	70.2	163	29.6	1	0.2	–	–	550
3. Suburban Fast Growing	340	71.4	136	28.6	–	–	–	–	476
4. Suburban Stable	372	68.9	167	30.9	–	–	1	0.2	540
5. Non-Metro 1000+	514	81.4	102	16.2	15	2.4	–	–	631
6. Non-Metro Town	195	83.0	37	15.7	1	0.4	2	0.9	235
7. Rural	240	77.7	53	17.2	15	4.9	1	0.3	309
Total	2564	73.4	891	25.5	32	1.0	6	0.2	3493

Middle/Junior High School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Urban	174	74.7	57	24.5	–	–	2	0.8	233
2. Central	127	66.2	65	33.8	–	–	–	–	192
3. Suburban Fast Growing	142	77.2	42	22.8	–	–	–	–	184
4. Suburban Stable	138	77.1	41	22.9	–	–	–	–	179
5. Non-Metro 1000+	224	82.6	45	16.5	3	1.1	–	–	272
6. Non-Metro Town	120	97.6	3	2.4	–	–	–	–	123
7. Rural	101	69.7	44	30.3	–	–	–	–	145
Total	1026	77.3	297	22.4	3	0.2	2	0.1	1328

High School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Urban	89	80.2	15	13.5	1	0.9	6	5.4	111
2. Central	89	63.6	51	36.4	–	–	–	–	140
3. Suburban Fast Growing	120	71.4	48	28.6	–	–	–	–	168
4. Suburban Stable	92	71.9	36	28.1	–	–	–	–	128
5. Non-Metro 1000+	256	88.3	26	9.0	5	1.7	3	1.0	290
6. Non-Metro Town	158	98.8	2	1.3	–	–	–	–	160
7. Rural	160	95.8	1	0.6	2	1.2	4	2.4	167
Total	964	82.8	179	15.4	8	0.7	13	1.1	1164

K-12 School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Urban	–	–	–	–	–	–	–	–	–
2. Central	6	100.0	–	–	–	–	–	–	6
3. Suburban Fast Growing	14	70.0	6	30.0	–	–	–	–	20
4. Suburban Stable	17	100.0	–	–	–	–	–	–	17
5. Non-Metro 1000+	14	100.0	–	–	–	–	–	–	14
6. Non-Metro Town	58	96.7	2	3.3	–	–	–	–	60
7. Rural	222	91.0	14	5.7	8	3.3	–	–	244
Total	331	91.7	22	6.1	8	2.2	–	–	361

Other School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Urban	5	41.7	7	58.3	–	–	–	–	12
2. Central	18	100.0	–	–	–	–	–	–	18
3. Suburban Fast Growing	33	75.0	2	4.5	1	2.3	8	18.2	44
4. Suburban Stable	21	46.7	6	13.3	2	4.4	16	35.6	45
5. Non-Metro 1000+	28	56.9	20	38.5	1	1.9	3	5.8	52
6. Non-Metro Town	71	92.2	5	6.5	1	1.3	–	–	77
7. Rural	89	85.6	13	12.5	1	1.0	1	1.0	104
Total	265	76.3	53	15.1	6	1.7	28	8.0	352

TABLE XV

CATEGORICAL BREAKDOWN OF SCHOOL BUILDINGS BY REGION (2DQ)

Primary/Elementary School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Panhandle	171	76.7	50	22.4	1	0.5	1	0.5	223
2. N. Central Texas	552	84.4	99	15.1	2	0.3	1	0.2	654
3. West Texas	123	45.2	148	54.4	1	0.4	-	-	272
4. South Texas	615	67.1	283	30.9	16	1.8	2	0.2	916
5. Central Texas	347	72.9	118	24.8	9	1.9	2	0.4	476
6. East Texas	756	79.4	193	20.3	3	0.3	-	-	952
Total	2564	73.4	891	25.5	32	0.9	6	0.2	3493

Middle/Junior High School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Panhandle	71	92.2	6	7.8	-	-	-	-	77
2. N. Central Texas	187	84.6	34	15.4	-	-	-	-	221
3. West Texas	39	56.5	30	43.5	-	-	-	-	69
4. South Texas	296	76.1	88	22.6	3	0.8	2	0.5	389
5. Central Texas	133	71.1	54	28.9	-	-	-	-	187
6. East Texas	300	77.9	85	22.1	-	-	-	-	385
Total	1026	77.3	297	22.4	3	0.3	2	0.2	1328

High School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Panhandle	73	91.3	3	3.8	-	-	4	5.0	80
2. N. Central Texas	174	82.5	34	16.1	3	1.4	-	-	211
3. West Texas	37	88.1	-	-	-	-	5	11.9	42
4. South Texas	205	77.1	54	20.3	4	1.5	3	1.1	266
5. Central Texas	165	88.7	19	10.2	1	0.5	1	0.5	186
6. East Texas	310	81.8	69	18.2	-	-	-	-	379
Total	964	82.8	179	15.4	8	0.7	13	1.1	1164

K-12 School Buildings

	Permanent		Temporary		Leased		Shared /Joint		Total
	n	%	n	%	n	%	n	%	N
1. Panhandle	49	100.0	-	-	-	-	-	-	49
2. N. Central Texas	42	82.4	4	7.8	5	9.8	-	-	51
3. West Texas	24	100.0	-	-	-	-	-	-	24
4. South Texas	44	91.7	4	8.3	-	-	-	-	48
5. Central Texas	80	95.2	3	3.6	1	1.2	-	-	84
6. East Texas	92	87.6	11	10.5	2	1.9	-	-	105
Total	331	91.7	22	6.1	8	2.2	-	-	361

Other School Buildings

1. Panhandle	34	100.0	-	-	-	-	-	-	34
2. N. Central Texas	47	78.3	7	11.7	3	5.0	3	5.0	60
3. West Texas	11	91.8	1	8.3	-	-	-	-	12
4. South Texas	52	50.0	30	28.9	2	1.9	20	19.2	104
5. Central Texas	52	82.5	8	12.7	-	-	3	4.8	63
6. East Texas	69	87.3	7	8.9	1	1.3	2	2.5	79
Total	265	75.3	53	15.1	6	1.7	28	8.0	352

TABLE XVI

PHYSICAL CONDITION OF SCHOOL CAMPUS BUILDINGS BY DISTRICT TYPE (SCI)

	Main Campus Buildings							Permanent Additions							Temporaries						
	Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total
	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N
Urban	17	10.4	53	32.5	93	57.1	163	6	8.8	18	26.5	44	64.7	68	26	23.2	44	39.3	42	37.5	112
Central	23	12.4	56	32.6	93	54.1	172	7	6.3	26	23.2	79	70.5	112	27	29.7	33	36.3	31	34.1	91
Suburban Fast Growing	24	12.4	40	20.6	130	67.0	194	8	8.1	14	14.1	77	77.8	99	23	28.0	24	29.3	35	42.7	82
Suburban Stable	13	5.8	64	28.6	147	65.6	224	--	---	34	29.6	81	70.4	115	23	28.0	24	29.3	35	42.7	82
Non-Metro 1000+	39	12.3	109	34.4	169	53.3	317	18	8.7	47	22.8	141	68.4	206	39	29.5	51	38.6	42	31.8	132
Non-Metro Town	25	12.9	59	30.4	110	56.7	194	9	7.4	20	16.5	92	76.0	121	10	18.2	19	34.5	26	47.3	55
Rural	26	14.9	63	36.2	85	48.9	174	6	5.4	21	18.9	84	75.7	111	20	31.3	21	32.8	23	35.9	64
Total	167	11.6	444	30.9	827	57.5	1438	54	6.5	180	21.6	598	71.9	832	168	27.2	220	35.6	230	37.2	618

TABLE XVII

PHYSICAL CONDITION OF SCHOOL CAMPUS BUILDINGS BY DISTRICT TYPE AND AGE (SC1)

Main Campus Buildings

District Category	0-20 Years							20-40 Years							Above 40 Years						
	Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total	Below Average		Average		Above Average		Total
	n	%	n	%	n	%	N	n	%	n	%	n	%	N	n	%	n	%	n	%	N
Urban	1	2.5	3	7.5	36	90.0	40	7	8.8	34	42.5	39	48.7	80	9	10.2	16	18.2	13	14.6	88
Central	–	–	6	15.0	34	85.0	40	8	9.5	34	40.5	43	51.2	84	14	36.8	13	34.2	11	28.7	38
Suburban (Fast Growing)	2	1.7	11	9.6	102	88.7	115	13	22.0	24	40.7	22	37.3	59	8	66.6	2	16.7	2	16.7	12
Suburban (Stable)	–	–	10	11.5	77	88.5	87	11	9.7	42	37.2	60	53.1	113	2	9.5	12	57.1	8	38.1	21
Non-Metro 1000+	3	2.8	14	13.1	90	84.1	107	15	9.7	70	46.1	67	44.1	152	19	36.5	23	44.2	10	19.3	52
Non-Metro (Town)	2	2.8	8	11.3	61	85.9	71	12	16.2	27	36.5	35	47.3	74	11	23.9	23	50.0	12	26.1	46
Rural	2	3.3	14	23.0	45	73.7	61	7	11.0	34	53.0	23	36.0	64	17	39.5	13	30.2	13	30.2	43
Total	10	1.9	66	12.7	445	85.4	521	73	11.6	265	42.3	289	46.1	627	80	31.9	102	40.6	69	27.5	251
Permanant Additions to the Main Campus Buildings																					
Urban	1	2.6	10	25.6	28	71.8	39	4	17.4	7	30.4	12	52.2	23	1	33.3	–	–	2	66.7	3
Central	2	2.6	13	17.1	61	80.3	76	3	13.0	12	52.2	8	34.8	23	1	33.3	–	–	2	66.7	3
Suburban (Fast Growing)	5	5.8	13	14.9	69	79.3	87	2	25.0	1	12.5	5	62.5	8	–	–	–	–	–	–	–
Suburban (Stable)	–	–	15	17.9	69	82.1	84	–	–	16	61.5	10	38.5	26	–	–	1	50.0	1	50.0	2
Non-Metro 1000+	6	4.0	26	17.1	120	79.0	152	6	16.7	18	50.0	11	30.6	36	2	66.7	1	33.3	–	–	3
Non-Metro (Town)	3	3.4	9	10.2	76	86.4	88	4	16.7	8	33.3	12	50.0	24	2	66.7	1	33.3	–	–	3
Rural	3	3.3	15	16.7	72	80.0	90	1	6.7	4	26.7	10	66.7	15	2	100.0	–	–	–	–	2
Total	20	3.2	101	16.4	495	80.4	616	20	13.4	66	44.3	63	42.3	149	8	50.0	3	18.8	5	31.2	16
Temporaries/Relocatables																					
Urban	20	21.3	36	38.3	38	40.4	94	3	75.0	–	–	1	25.0	4	2	66.7	1	33.3	–	–	3
Central	20	28.6	25	35.7	25	35.7	70	2	66.7	–	–	1	33.3	3	1	50.0	1	50.0	–	–	2
Suburban (Fast Growing)	18	25.0	26	36.1	28	38.9	72	2	50.0	1	25.0	1	25.0	4	–	–	–	–	–	–	–
Suburban (Stable)	16	22.5	21	29.6	34	47.9	71	2	66.7	1	33.3	–	–	3	–	–	–	–	–	–	–
Non-Metro 1000+	33	29.0	42	36.8	38	33.3	113	3	50.0	2	33.3	1	16.7	6	1	50.0	1	50.0	–	–	2
Non-Metro (Town)	6	12.5	18	37.5	24	50.0	48	4	80.0	1	20.0	–	–	5	–	–	–	–	–	–	–
Rural	14	25.0	20	35.7	22	39.3	56	3	60.00	1	20.0	1	20.0	5	1	50.0	–	–	1	50.0	2
Total	127	24.2	188	35.9	209	39.9	524	19	63.3	6	20.0	5	16.7	30	5	55.6	3	33.3	1	11.1	9

TABLE XVIII

ON-SITE SCHOOL FACILITY APPRAISAL BY DISTRICT TYPE

Primary/Elementary School Buildings

District Category	Physical/Structural Condition: Below Average n	%	Average n	%	Above Average n	%	Total N	Educational Adequacy: Below Adequate n	%	Adequate n	%	Above Adequate n	%	Total N
Urban	--	--	1	50.0	1	50.0	2	--	--	1	5.0	1	5.0	2
Central	1	12.5	5	62.5	2	25.0	8	1	12.5	6	75.0	1	12.5	8
Suburban Fast Growing	--	--	6	85.7	1	14.3	7	--	--	6	85.7	1	14.3	7
Suburban Stable	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-Metro 1000+	7	43.8	6	37.5	3	18.8	16	5	31.3	10	62.5	1	6.3	16
Non-Metro Town	1	9.1	9	81.8	1	9.1	11	--	--	10	90.9	1	9.1	11
Rural	--	--	3	50.0	3	50.0	6	--	--	3	50.0	3	50.0	6
Total	9	18.0	30	60.0	11	22.0	50	6	12.0	36	72.0	8	16.0	50

Middle/Junior High School Buildings

Urban	--	--	2	100.0	--	--	2	--	--	2	100.0	--	--	2
Central	--	--	1	33.3	2	66.7	3	--	--	1	33.3	2	66.7	3
Suburban Fast Growing	2	50.0	2	50.0	--	--	4	1	25.0	3	75.0	--	--	4
Suburban Stable	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-Metro 1000+	1	10.0	7	70.0	2	20.0	10	--	--	8	80.0	2	20.0	10
Non-Metro Town	2	50.0	--	--	2	50.0	4	2	50.0	--	--	2	50.0	4
Rural	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	5	21.7	12	52.2	6	26.1	23	3	13.0	14	60.9	6	26.1	23

High School Buildings

Urban	--	--	1	50.0	1	50.0	2	--	--	2	100.0	--	--	2
Central	--	--	1	33.3	2	66.7	3	--	--	2	66.7	1	33.3	3
Suburban Fast Growing	1	25.0	3	75.0	--	--	4	1	25.0	2	50.0	1	25.0	4
Suburban Stable	--	--	--	--	2	100.0	2	--	--	1	50.0	1	50.0	2
Non-Metro 1000+	1	10.0	5	50.0	4	40.0	10	2	20.0	6	60.0	2	20.0	10
Non-Metro Town	2	28.6	3	42.9	2	28.6	7	2	28.6	4	57.1	1	14.2	7
Rural	1	14.3	5	71.4	1	14.2	7	3	42.9	3	42.9	1	14.3	7
Total	5	14.3	18	51.4	12	34.3	35	8	22.9	20	57.1	7	20.0	35

K-12 School Buildings

Urban	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Central	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Suburban Fast Growing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Suburban Stable	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-Metro 1000+	1	100.0	--	--	--	--	1	1	100.0	--	--	--	--	1
Non-Metro Town	2	28.6	5	71.4	--	--	7	2	28.6	5	71.4	--	--	7
Rural	3	37.5	5	62.5	--	--	8	3	37.5	5	62.5	--	--	8

TABLE XIX

ON-SITE SCHOOL FACILITY APPRAISALS BY REGION

Primary/Elementary School Buildings

Region Category	Physical/Structural Condition: Below Average n	%	Average n	%	Above Average n	%	Total N	Educational Adequacy: Below Adequate n	%	Adequate n	%	Above Adequate n	%	Total N
Panhandle	--	--	5	100.0	--	--	5	--	--	5	100.0	--	--	5
North Central	1	10.0	7	70.0	2	20.0	10	--	--	8	80.0	2	20.0	10
West Texas	--	--	7	87.5	1	12.5	8	--	--	7	87.5	1	12.5	8
South Texas	2	28.6	4	57.1	1	14.3	7	2	28.6	5	71.4	--	--	7
Central Texas	1	11.1	4	44.4	4	44.4	9	1	11.1	4	44.4	4	44.4	9
East Texas	4	36.4	4	36.4	3	27.2	11	3	27.2	7	63.6	1	9.1	11
Total	8	16.0	31	62.0	11	22.0	50	6	12.0	36	72.0	8	16.0	50

Middle/Junior High School Buildings

Panhandle	2	40.0	2	40.0	1	20.0	5	1	20.0	1	20.0	3	30.0	5
North Central	--	--	--	--	--	--	--	--	--	--	--	--	--	--
West Texas	--	--	3	75.0	1	25.0	4	--	--	3	75.0	1	25.0	4
South Texas	1	12.5	7	87.5	--	--	8	1	12.5	7	87.5	--	--	8
Central Texas	1	50.0	--	--	1	50.0	2	1	50.0	--	--	1	50.0	2
East Texas	1	25.0	1	25.0	2	50.0	4	--	--	3	75.0	1	25.0	4
Total	5	21.7	13	56.4	5	21.7	23	3	13.0	14	60.9	6	26.1	23

High School Buildings

Panhandle	1	25.0	2	50.0	1	25.0	4	--	--	3	75.0	1	25.0	4
North Central	1	14.3	5	71.4	1	14.3	7	2	28.6	4	57.1	1	14.3	7
West Texas	1	25.0	1	25.0	2	50.0	4	--	--	3	75.0	1	25.0	4
South Texas	--	--	2	66.7	1	33.3	3	--	--	2	66.7	1	33.3	3
Central Texas	--	--	4	57.1	3	42.9	7	3	42.9	1	14.3	3	42.9	7
East Texas	2	20.0	5	50.0	3	30.0	10	3	30.0	6	60.0	1	10.0	10
Total	5	14.3	19	54.3	11	31.4	35	8	22.9	19	54.3	8	22.9	35

K-12 School Buildings

Panhandle	--	--	--	--	--	--	--	--	--	--	--	--	--	--
North Central	1	33.3	2	66.7	--	--	3	1	33.3	2	66.7	--	--	3
West Texas	--	--	1	100.0	--	--	1	1	100.0	--	--	--	--	1
South Texas	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Central Texas	--	--	1	100.00	--	--	1	--	--	1	100.0	--	--	1
East Texas	2	66.6	1	33.3	--	--	3	1	33.3	2	66.7	--	--	3
Total	3	37.5	5	62.5	--	--	8	3	37.5	5	62.5	--	--	8

TABLE XX

ADDITIONAL TEACHING STATIONS NEEDED TO IMPLEMENT HB 246 AND HB 72 BY DISTRICT TYPE (COQ)

Immediate Needs, Academic Year 1985-1986

		Primary/Elementary Schools												Middle/Jr. High Schools						High Schools						
		Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Science Labs	Number of ISDs	Computer Labs	Number of ISDs	Other Classrooms	Number of ISDs	Science Labs	Number of ISDs	Computer Labs	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
1.	Urban	338	2	107	2	211	3	64	2	47	1	100	3	-	-	21	1	2	1	-	-	24	1	-	-	914
2.	Central	127	14	117	13	199	15	216	16	134	8	120	8	99	11	49	11	103	6	75	10	29	10	76	6	1344
3.	Suburban	51	16	98	28	142	31	111	27	79	17	76	15	24	11	49	22	44	5	36	11	24	13	45	9	764
4.	Fast Growing Suburban	73	24	320	28	570	31	369	30	184	13	156	11	61	12	77	23	74	7	65	13	47	18	3	2	1999
5.	Stable Non-Metro 10000+	154	70	220	75	256	78	235	75	161	42	133	32	97	40	63	49	129	20	72	27	85	33	163	20	1768
6.	Non-Metro Town	63	46	96	60	107	62	90	50	68	33	62	33	33	28	47	46	38	13	68	33	54	43	60	11	786
7.	Rural	41	32	125	83	129	82	113	75	89	56	77	46	73	50	82	67	28	17	61	58	62	58	58	25	938
	Total	847	204	1083	289	1614	302	1198	275	762	170	724	148	387	152	388	219	418	69	377	152	325	176	405	73	8528
1.	Urban	-	-	-	-	79	1	52	1	43	2	64	2	37	1	15	1	-	-	33	1	16	1	-	-	339
2.	Central	101	13	133	12	181	11	167	11	264	13	258	15	76	11	38	9	126	5	52	10	23	8	61	3	1480
3.	Suburban	112	30	145	33	199	34	193	33	257	40	249	40	31	14	51	22	65	9	46	16	25	17	92	13	1463
4.	Fast Growing Suburban	126	25	326	24	526	25	306	24	425	31	412	30	60	15	35	16	81	7	63	15	48	18	15	5	2285
5.	Stable Non-Metro 10000+	134	57	153	55	199	61	190	58	264	79	248	77	108	36	42	28	80	24	87	26	48	27	75	17	1628
6.	Non-Metro Town	158	38	72	40	86	44	88	48	117	71	106	70	30	24	32	26	35	12	65	27	42	29	61	13	892
7.	Rural	58	43	116	64	117	65	125	68	130	79	131	79	68	43	59	38	31	17	52	40	43	38	83	24	1013
	Total	689	206	945	228	1387	241	1121	243	1500	315	1468	313	410	144	272	139	418	74	398	135	245	138	387	75	9238

TABLE XXI

ADDITIONAL TEACHING STATIONS NEEDED TO IMPLEMENT HB 246 AND HB 72 BY REGION (COQ)

		Primary/Elementary Schools												Middle/Jr. High Schools						High Schools						
		Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Science Labs	Number of ISDs	Computer Labs	Number of ISDs	Other Classrooms	Number of ISDs	Science Labs	Number of ISDs	Computer Labs	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
1.	Panhandle	24	15	47	25	62	24	53	20	47	13	37	13	37	11	15	12	3	3	36	10	16	11	6	6	383
2.	North Central	58	30	235	63	419	69	333	63	167	37	187	34	74	35	87	47	59	17	65	29	59	39	92	17	1835
3.	West Texas	122	12	40	12	70	13	131	14	13	6	32	7	16	7	58	13	38	6	13	4	44	11	17	2	594
4.	South Texas	176	50	215	49	261	51	234	46	171	30	138	24	90	26	63	34	70	15	57	19	72	21	31	9	1578
5.	Central Texas	49	33	174	54	237	53	211	49	195	44	170	33	104	34	66	49	148	11	121	34	67	45	113	15	1655
6.	East Texas	418	64	372	86	565	92	236	83	169	45	160	37	66	39	99	64	100	17	85	40	67	49	146	24	2483
	Total	847	204	1083	289	1614	302	1198	275	762	175	724	148	387	152	388	214	418	69	377	136	325	176	405	73	8528
1.	Panhandle	32	12	43	16	54	15	49	18	76	26	69	24	42	8	13	8	4	3	37	7	17	6	4	3	440
2.	North Central	99	36	243	49	443	55	405	57	472	74	473	71	77	34	53	33	78	19	85	31	47	32	137	18	2612
3.	West Texas	35	10	38	12	43	12	39	12	141	15	146	14	17	8	15	6	17	4	9	5	7	6	5	1	512
4.	South Texas	178	44	222	41	263	43	243	44	275	50	272	52	97	28	63	29	92	17	83	26	44	23	65	17	1897
5.	Central Texas	82	36	171	42	228	45	203	42	240	52	228	54	72	22	47	26	162	12	93	31	54	31	122	16	1702
6.	East Texas	263	68	228	68	356	71	182	70	296	98	280	98	105	44	81	37	65	19	91	35	76	40	54	20	2075
	Total	689	206	945	228	1387	241	1121	243	1500	315	1468	313	410	144	272	139	418	74	398	135	245	138	387	75	9238

TABLE XXII

ADDITIONAL FACILITY NEEDS DUE TO ENROLLMENT BY DISTRICT TYPE (COQ)

Under Construction 1985-86 to Accommodate Additional Enrollment

	Primary Classrooms	Number of ISDs	Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Middle/Junior High Classrooms	Number of ISDs	High School Classrooms	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
Urban	--	-	33	3	22	2	57	3	21	2	20	2	20	2	--	-	---	-	---	-	173
Central	--	-	99	9	48	8	62	8	61	8	58	7	55	7	124	6	107	3	---	-	614
Suburban Fast Growing	31	3	28	9	80	15	160	15	96	15	69	11	67	11	232	15	434	15	94	7	1231
Suburban Stable	25	4	90	9	34	9	43	11	37	10	40	8	38	8	97	7	272	10	55	2	731
Non-Metro 1000+	59	7	79	22	99	24	80	29	82	25	82	21	64	18	59	15	151	14	60	5	815
Non-Metro Town	35	6	27	15	37	17	35	16	32	14	24	12	23	12	31	7	67	12	12	4	323
Rural	29	9	46	16	33	26	30	24	27	18	24	14	15	9	99	13	50	11	28	10	381
Total	179	29	402	83	353	101	407	106	356	92	317	75	282	67	642	63	1081	65	249	28	4268

Planned for Occupancy by 1990-91 to Accommodate Additional Enrollment

Urban	--	-	12	1	12	1	12	1	12	1	12	1	11	1	58	1	36	1	--	-	165
Central	10	1	96	7	70	8	71	8	68	8	88	9	85	8	122	7	56	5	36	3	702
Suburban Fast Growing	85	8	78	17	143	23	164	23	172	23	210	26	211	26	484	19	531	20	111	3	2189
Suburban Stable	13	3	71	14	148	134	157	14	157	14	160	14	156	15	225	9	298	9	60	2	1445
Non-Metro 1000+	39	9	53	26	85	31	100	34	101	32	141	36	161	39	143	24	140	15	59	5	1022
Non-Metro Town	8	3	8	7	14	12	13	11	13	10	26	23	28	25	50	14	61	14	11	6	232
Rural	44	9	25	18	50	28	47	29	54	33	55	32	53	33	60	21	133	24	19	8	540
Total	199	33	343	90	522	237	564	120	577	121	692	141	705	147	1142	95	1255	88	296	27	6295

Additional Facilities Projected by 1995-96 to Accommodate Additional Enrollment

Urban	--	-	--	-	--	-	--	-	--	-	--	-	--	-	40	1	91	1	--	-	131
Central	--	-	78	5	49	3	58	4	56	4	44	4	43	3	166	6	226	5	55	1	775
Suburban Fast Growing	32	4	68	16	161	20	182	20	183	20	183	23	180	23	637	16	741	19	107	2	2474
Suburban Stable	13	2	107	12	121	12	139	12	140	12	139	12	138	12	239	10	199	9	27	2	1262
Non-Metro 1000+	54	10	56	22	138	28	148	28	156	28	197	32	181	31	256	23	375	27	28	4	1589
Non-Metro Town	47	4	21	7	46	11	51	13	49	12	51	13	72	14	109	13	129	14	--	-	575
Rural	79	7	28	12	45	19	44	18	92	20	51	21	48	22	74	20	97	20	34	6	592
Total	225	27	358	74	560	83	622	95	676	96	665	105	662	105	1521	89	1858	95	251	15	7398

TABLE XXIII

ADDITIONAL FACILITY NEEDS DUE TO ENROLLMENT BY REGION (COQ)

Under Construction 1985-86 to Accommodate Additional Enrollment

	Primary Classrooms	Number of ISDs	Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Middle/Junior High Classrooms	Number of ISDs	High School Classrooms	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
Panhandle	7	3	14	5	9	5	11	6	12	6	10	5	8	4	3	1	53	2	1	1	128
North Central	77	10	46	14	91	27	91	25	90	23	80	20	79	20	223	19	322	16	67	9	1166
West Texas	10	1	82	4	9	2	8	2	7	2	7	2	7	2	--	-	44	2	90	2	264
South Texas	11	3	98	23	71	23	81	24	67	20	54	14	46	10	128	14	196	13	12	3	764
Central Texas	34	5	51	16	97	21	77	23	87	19	79	17	76	17	114	13	362	18	17	4	994
East Texas	40	7	111	21	76	23	139	26	93	22	87	17	66	14	174	16	104	14	62	9	852
Total	179	29	402	83	353	101	407	106	356	92	317	75	282	67	642	65	1081	65	249	28	4268

Planned for Occupancy by 1990-91 to Accommodate Additional Enrollment

Panhandle	--	-	19	3	20	3	21	4	21	4	31	7	34	8	5	2	1	1	--	-	152
North Central	59	10	94	23	192	33	209	33	224	33	240	36	234	36	409	26	569	28	26	3	2256
West Texas	12	1	30	5	39	8	36	8	35	8	41	9	37	9	120	5	199	7	159	3	708
South Texas	37	4	99	19	96	21	111	21	112	22	113	27	114	29	198	20	133	17	26	4	1039
Central	13	4	56	13	113	20	117	22	116	22	147	27	150	28	258	17	147	14	10	6	1127
East Texas	78	14	45	27	62	31	70	32	69	32	120	35	136	37	152	25	206	21	75	11	1013
Total	199	33	343	96	522	116	564	120	577	121	692	141	705	147	1142	95	1255	88	296	27	6295

Additional Facilities Projected by 1995-96 to Accommodate Additional Enrollment

Panhandle	1	1	--	-	2	1	2	1	2	1	2	1	3	2	--	-	1	1	--	-	13
North Central	26	6	62	19	219	28	243	29	295	30	258	32	271	32	631	29	580	26	46	4	2631
West Texas	20	1	26	3	56	3	56	4	55	4	56	4	53	4	170	3	310	4	154	2	956
South Texas	82	6	102	17	75	19	89	20	86	19	78	21	82	20	208	18	400	20	13	2	1215
Central Texas	4	2	96	12	123	14	122	13	122	13	122	13	122	13	276	12	212	13	12	2	1211
East Texas	92	11	72	23	85	28	110	28	116	29	149	34	131	34	236	30	355	31	26	5	1372
Total	225	27	358	74	560	93	622	95	676	96	665	105	662	105	1521	94	1858	95	251	15	7398

TABLE XXIV

ADDITIONAL FACILITY NEEDS DUE TO OBSOLESCENCE BY DISTRICT TYPES (COQ)

Under Construction 1985-86 to Replace Obsolete Facilities

	Primary Classrooms	Number of ISDs	Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Middle/Junior High Classrooms	Number of ISDs	High School Classrooms	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
Urban	16	1	--	-	26	1	27	1	13	1	--	-	--	-	48	1	98	1	21	1	249
Central	--	-	--	-	2	1	3	1	5	2	4	2	4	2	8	1	44	3	--	-	70
Suburban Fast Growing	8	1	3	2	9	2	9	2	9	2	9	2	9	2	109	5	10	1	50	2	225
Suburban Stable	--	-	13	2	17	2	12	1	12	1	7	2	11	3	62	3	8	1	--	-	142
Non-Metro 1000+	10	2	8	2	6	2	6	3	6	4	15	4	24	4	70	6	26	5	28	3	199
Non-Metro Town	3	1	1	1	1	1	--	-	--	-	7	2	6	2	44	5	7	5	5	2	74
Rural	1	1	3	3	9	7	2	2	2	2	3	3	6	5	17	5	10	6	8	5	61
Total	38	6	28	10	70	16	59	10	47	12	45	15	60	18	358	26	203	22	112	13	1020

Planned for Occupancy by 1990-91 to Replace Obsolete Facilities

Urban	--	-	--	-	--	-	--	-	--	-	--	-	--	-	--	-	59	1	--	-	59
Central	--	-	8	1	--	-	4	1	--	-	--	-	--	-	120	3	13	1	27	2	172
Suburban Fast Growing	14	1	--	-	2	1	7	2	4	2	8	3	8	3	9	1	36	2	36	1	124
Suburban Stable	8	1	--	-	--	-	--	-	--	-	3	1	3	1	131	4	83	2	--	-	228
Non-Metro 1000+	31	4	15	4	31	8	28	6	27	7	23	7	25	6	61	7	54	8	25	3	320
Non-Metro Town	43	4	32	2	31	2	32	2	30	1	33	2	33	3	50	5	40	7	32	3	356
Rural	24	3	6	3	13	7	14	7	8	5	9	6	11	7	37	10	18	9	40	8	180
Total	120	13	61	10	77	18	85	18	69	15	76	19	80	20	408	30	303	30	160	17	1439

Additional Facilities Projected by 1995-96 to Replace Obsolete Facilities

Urban	--	-	--	-	--	-	--	-	--	-	--	-	--	-	--	-	--	-	--	-	---
Central	--	-	8	1	20	2	25	3	26	3	21	2	21	2	1	1	8	1	18	1	148
Suburban Fast Growing	--	-	1	1	--	-	--	-	--	-	--	-	--	-	25	1	115	3	50	1	191
Suburban Stable	10	1	4	1	4	1	8	1	8	1	8	1	8	1	4	1	--	-	--	-	54
Non-Metro 1000+	60	6	14	6	27	7	25	6	25	7	27	8	40	8	176	13	139	10	18	2	551
Non-Metro Town	36	3	31	2	36	3	36	3	36	3	36	3	36	3	35	5	53	8	35	4	370
Rural	1	1	14	3	5	3	2	1	45	2	3	2	3	2	10	3	25	6	6	1	114
Total	107	11	72	14	92	16	96	14	140	16	95	16	108	16	251	24	340	28	127	9	1428

TABLE XXV

ADDITIONAL FACILITY NEEDS DUE TO OBSOLESCENCE BY REGION (COQ)

Under Construction 1985-86 to Replace Obsolete Facilities

	Primary Classrooms	Number of ISDs	Pre-K Classrooms	Number of ISDs	K Classrooms	Number of ISDs	Grade 1 Classrooms	Number of ISDs	Grade 2 Classrooms	Number of ISDs	Grade 3 Classrooms	Number of ISDs	Grade 4 Classrooms	Number of ISDs	Middle/Junior High Classrooms	Number of ISDs	High School Classrooms	Number of ISDs	Other Classrooms	Number of ISDs	TOTAL
Panhandle	--	-	--	-	--	-	--	-	--	-	--	-	--	-	44	2	--	-	--	-	44
North Central	--	-	1	1	2	2	1	1	1	1	1	1	2	2	4	3	20	5	3	3	35
West Texas	8	1	2	2	2	2	2	2	2	2	1	1	13	2	58	3	10	1	51	3	149
South Texas	--	-	21	3	29	4	23	3	21	3	14	3	19	5	15	4	13	4	26	3	181
Central Texas	7	2	2	2	7	4	5	2	9	4	24	8	19	7	159	7	28	5	10	2	270
East Texas	23	3	2	2	30	4	28	2	14	2	5	2	7	2	78	7	132	7	22	2	341
Total	38	6	28	10	70	16	59	10	47	12	45	15	60	18	358	26	203	22	112	13	1020
	Planned for Occupancy by 1990-91 to Replace Obsolete Facilities																				
Panhandle	7	1	--	-	1	1	—	-	1	1	--	-	2	2	42	3	2	2	1	1	56
North Central	15	3	4	1	16	3	21	6	18	5	22	6	24	5	25	5	—	-	30	1	175
West Texas	—	-	10	2	3	2	2	1	2	1	2	1	2	1	--	-	30	4	37	2	88
South Texas	46	5	11	3	6	2	6	2	1	1	7	3	9	4	46	4	58	6	23	3	216
Central Texas	38	2	34	3	41	7	37	5	36	4	37	5	36	4	66	7	133	7	35	5	493
East Texas	11	2	2	1	10	3	19	4	11	3	8	4	7	4	229	11	80	11	34	5	411
Total	120	13	61	10	77	18	85	18	69	15	76	19	80	20	408	33	303	30	160	17	1439
	Additional Facilities Projected by 1995-96 to Replace Obsolete Facilities																				
Panhandle	—	-	2	1	2	1	3	1	3	1	3	1	3	1	4	2	2	2	1	1	23
North Central	29	2	5	2	15	3	19	3	60	4	16	3	19	3	88	5	20	5	1	1	272
West Texas	6	1	10	2	14	2	15	2	16	2	15	2	15	2	6	1	20	1	68	2	185
South Texas	21	2	6	3	7	3	3	2	3	2	4	3	3	2	32	3	125	8	—	-	204
Central Texas	50	5	32	3	35	3	35	3	35	3	39	4	50	5	48	5	64	5	48	3	436
East Texas	1	1	17	3	19	4	21	3	23	4	18	3	18	3	73	8	109	7	9	2	308
Total	107	11	72	14	92	16	96	14	140	16	95	16	108	16	251	24	340	28	127	9	1428